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ABSTRACT

The guide was developed to aid teachers in grades 1-6 in integrating career information into their existing curriculum. Included in the guide is a rationale for the Leflore County School District Career Education Program, the responsibilities of the personnel involved in the program, a curriculum outline for each grade, sample career activities, and an instructional materials section. The objective of the program is to provide the children, isolated in rural tenant houses throughout the county, with an education which will prepare them for the environment beyond the area of their isolation. The development of desirable traits and a healthy self image is essential for success both as an individual and in the world of work. Approximately 30 pages of the guide concern lesson plans. For each lesson, information is provided for grade level, subject area, lesson title, pre-planning, objectives, teaching procedures and activities, correlated subject areas, vocabulary, and teaching aids. Another 30 pages provide information on filmstrips, kits, picture study prints, flannel board pictures, and books available with limited annotation. (Author/AG)

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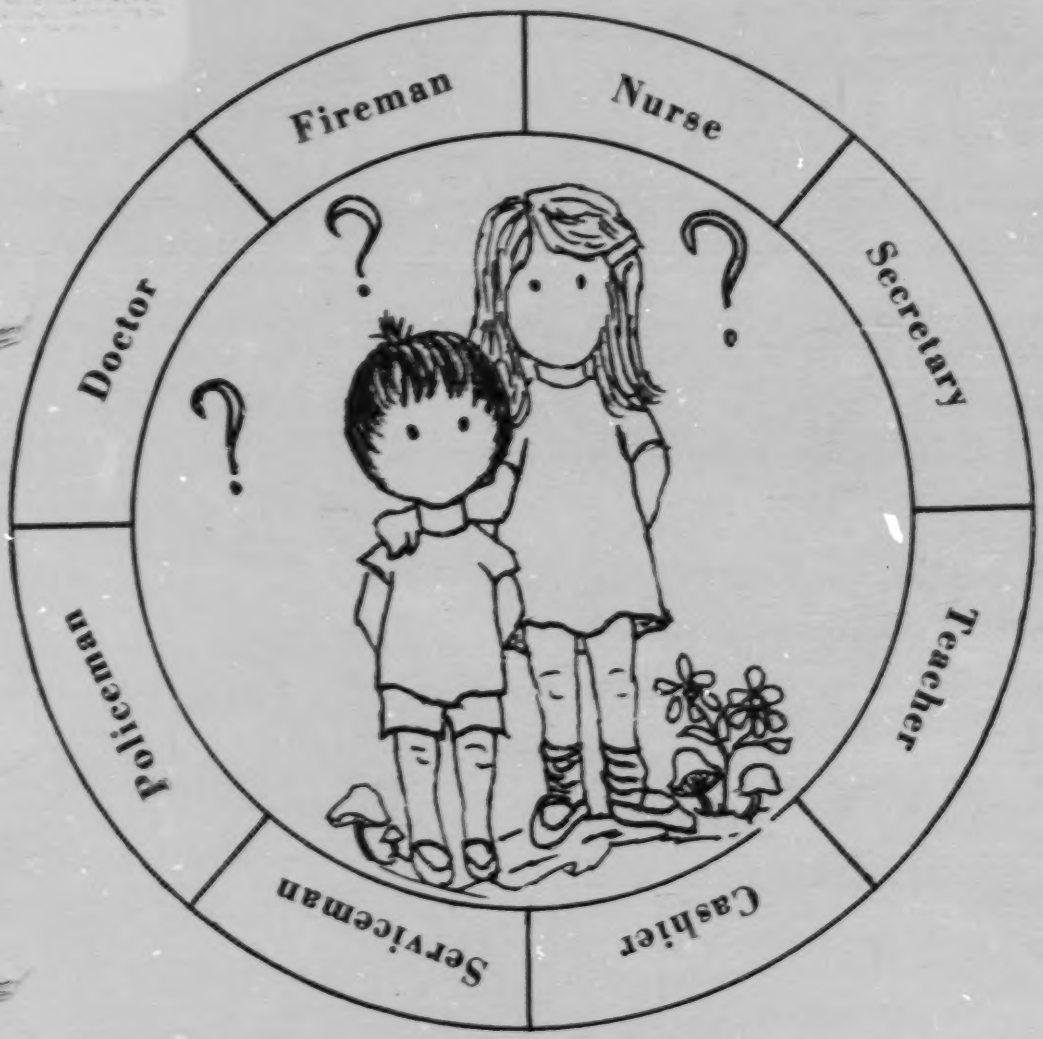
TEACHER'S GUIDE

Career Awareness

Grades 1 - 6



LEFLORE COUNTY SCHOOL DISTRICT

GREENWOOD, MISSISSIPPI

CE001 142

FOREWORD

This guide was developed in order to aid the teachers in grades 1-6 integrating career information into their existing curriculum.

Included in this guide is a rationale for the Leflore County School District Career Education Program, the responsibilities of the personnel involved in the Career Education Program, a curriculum outline, sample career activities, and an instructional materials section.

RATIONALE FOR CAREER EDUCATION

Leflore County, Mississippi is predominantly a rural, agricultural area encompassing 583 square miles of rich Delta farmland. Until recently, the large plantations common in the Delta, employed thousands of hand laborers for menial tasks in the fields.

For these people, who for generations had worked as hand laborers, education was a nonessential. During the last fifteen years, the county has undergone a drastic agricultural upheaval. With the advent of sophisticated farm equipment, and the subsquent mechanization of these plantations during late 50's and early 60's, great numbers of these laborers were displaced. A modern Delta plantation presently invests $75,000 in equipment for every employee. Each mechanical cotton picker replaces 249 laborers; consequently, fewer workers are needed, and those that are needed must be of higher caliber in order to operate and maintain this expensive equipment.

The majority of workers displaced from these farms went North, often leaving children and family behind with grandparents or 'guardians'. Living in tenant houses, widely dispersed throughout the county, these children are 'isolated' not only from the family unit but also from modern society. These children lack three important ingredients needed in order to work successfully in an educational environment; A) Parental influence and guidance, B) Contact with an environment which enriches an education, C) An educational tradition which is characteristic of children from more affluent backgrounds.

A program of career education will provide the children of Leflore County with an insight into the world of work which is inherently lacking in a deprived environment.

Children cannot possibly choose an occupation of which they have no knowledge. A child, for instance, raised in Money or Minter City, typical isolated rural communities, cannot possibly have a concept of a career in architecture, city planning, city engineering or a host of other occupations.

Therefore, the Leflore County School District must provide their children an education which will prepare them for an environment from which they have been isolated.

OVERALL OBJECTIVE

Throughout all grade levels we must involve our children in becoming aware of themselves, their abilities, their interests, and aid them in developing positive, desirable traits towards the world of work and to introduce them to as many occupations as possible.

The development of desirable traits and a healthy self image is essential if that child is to succeed, not only in the world of work, but more important as individuals. It is our task as educators to provide that child with every opportunity condusive to the development of these traits, and to be constantly aware of this objective while educating the children of Leflore County.

Below are listed behaviors and skills which should be developed by the child through each day's instructional activities.

1. Set of values
2. Honesty
3. Realiability
4. Responsibility
5. Decision making skills
6. Math skills
7. Language skills
8. Good gromming
9. Alertness
10. Respect for one's self and others
11. Respect for property
12. Cooperation

RESPONSIBILITIES OF THE CAREER EDUCATION DIRECTOR

1. Assume the leadership for implementing career education concept into the curriculum.
2. Informing the administration how the concepts and objectives of the career centered curriculum are being carried out.
3. Maintaining good public relations.
4. Submitting progress reports to the state project director.
5. Assisting career coordinators in implementing the program in their respective segments of the program.
6. Arrange and coordinate career education in-service training.
7. Supervising the budget.
8. Supervising the ordering of materials.

RESPONSIBILITIES OF THE OCCUPATIONAL ORIENTATION TEACHERS

1. Cooperating with teachers in an effort to provide worthwhile activities of a career-centered nature which would add relevance to the academic program of study.

2. Coordinating career activities to prevent duplication.

3. Developing a time schedule in cooperation with each teacher whereby a planning session can be held on some regular basis.

4. Acting as a consultant upon whom the teachers may call for suggested career related activities.

5. Providing a prolific source of career materials through a well organized career resource center.

6. Surveying local career resource and arranging for utilization of these.

7. Acting as a source of referral for teachers who determine a definite area of career interest which needs to be explored by any one student or a group of students.

8. Maintaining a personal file on all career-centered curriculum students.

9. Working closely with the guidance counselor in administering tests for the purpose of self-analysis.

10. Keeping written records of career related instructional procedures being used in the classroom.

11. Assisting in conducting career education in-service training.

12. Communicating to the career educator how the concepts and objectives of the career-centered curriculum are being carried out in their respective segments of the program.

RESPONSIBILITIES OF THE COUNSELOR

1. Gathering data on students through a variety of tools and techniques such as interviewing, testing, case conference, etc., which would serve as a future reference in the career development process.

2. Coordinating this data and supervising its maintenance through cumulative records.

3. Counseling with pupils concerning education career plans.

4. Collecting, organizing, and maintaining information of an educational, vocational, or environmental nature.

5. Presenting this information to pupils through assemblies, homeroom programs, career conferences, college days and other group procedures.

6. Assisting in career in-service education of all staff members.

7. Serving in a public-relations capacity by maintaining close work relationships with various community agencies.

RESPONSIBILITIES OF THE TEACHER

1. Making every effort to understand the values and purposes of the program.

2. Cooperating with the administration and career staff in carrying out policies considered essential to the development of career education.

3. Exchanging information with collegues that would be helpful in meeting the objectives of the program, and which would help students make a better personal, social, or education adjustment.

4. Observing pupils in various activities in and out of the classroom, noting their patterns of behavior in group situation and becoming aware of their interests, attitudes, values, work habits, etc.

5. Recording behavior which they feel is a significiant indication of career choice to be filed for future reference during career counseling.

6. Instilling proper attitudes toward work and study.

7. Giving pupils individual assistance in making desirable social adjustments.

8. Becoming aware of careers related to the subject areas taught.

9. Creating methods of relating to and incorporating career information into subjects taught.

10. Creating in the students an awareness of possible careers in which they will be involved in the future.

11. Cooperating with occupational orientation teachers in planning career related activities to be implemented in the classroom.

12. Providing information that will help students to make appropriate educational and vocational choices.

13. Communicating to the occupational orientation teacher how the concepts and objectives of the career-centered curriculum are being carried out.

14. Referring students who show definite interests in specific career areas to the occupational orientation teacher and/or counselor for additional information.

RESPONSIBILITIES OF THE TEACHER AIDES

1. Type tests, handout materials, class records, correspondence, etc.
2. Duplicate materials as requested by teachers (spirit duplicating machine, mimeograph, etc.)
3. Record test marks and homework.
4. Monitor study activity based on standards established by the teachers.
5. Maintain inventory check on teaching materials and supplies.
6. Under direction of teachers organize and maintain files.
7. Accept telephone calls, take and deliver telephone messages for teachers.
8. Maintain orderly arrangement of classroom storage equipment and instructional material.
9. Be alert to and attend needs for tidiness and readiness of classroom for desirable learning environment.
10. Transfer appropriate anecdotal information from office records to student cards.
11. Keep attendance records.
12. Monitor groups on field trips, assembly programs, etc.
13. Monitor make-up tests.
14. Distribute and collect student materials (health cards, etc.)
15. Handle routine interruptions, i.e., notes from other teachers, messages etc.
16. Assist students in preparation of bulletin board displays.
17. Fill in appropriate information on report cards, failure notices, letters to parents, etc.
18. Handle make-up work and tests for absentees.
19. Operate audio-visual equipment and materials.
20. Prepare visual materials for instruction as determined by teachers.
21. Carry out other assignments of a similar nature as requested by teachers.

LESSON PLAN OUTLINE

GRADE LEVEL_____ SCHOOL_____

TEACHER_____ SUBJECT AREA_____

I. LESSON TITLE:

II. PRE-PLANNING:

III. OBJECTIVES:

IV. TEACHING PROCEDURES AND ACTIVITIES:

V. CORRELATED SUBJECT AREAS:

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

VI. VOCABULARY:

VII. TEACHING AIDS:

SUGGESTED ACTIVITIES:

1. Students tell what parents do to earn a living.
2. Students tell what they do at home to help their families.
3. Have students act out their mothers' and fathers' jobs- at home and outside the home.
4. Use instructional materials available to teach information about family workers.
5. Use magazines and newspaper pictures to make bulletin board displays depicting occupations with which they are familiar.
6. Read stories to children about different occupations.
7. To make children aware of physical and social surroundings, take the children on a tour of the school to show them the location of the different facilities and introduce them to the school's personnel.
8. Invite parents to visit the class to tell about their jobs.

FIRST GRADE CURRICULUM

OCCUPATIONS CENTERING AROUND THAT WITH WHICH THE CHILD IS MOST FAMILIAR-
THE HOME AND THE SCHOOL.

CONCEPTS:

1. Life in the home develops attitudes and habits needed for the world of work.
2. Parents and family members earn livings in many ways.
3. Family members are dependent upon one another.
4. There is dignity in all honest work.
5. All members of a family have duties in the home.
6. School develops attitudes and habits needed for the world of work.
7. Many jobs are necessary in order for the school to operate successfully.
8. Everyone depends upon the work done by the school.
9. Education is necessary for successful living.
10. Work is necessary for successful living.

OBJECTIVES:

1. To develop an appreciation of the dignity of all honest work by exploring jobs done by members of the family within the home.
   a. adult jobs within the home
   b. children's jobs

2. To develop an appreciation of all honest work done by members of the family outside the home.
   a. parents occupations
   b. part or full time occupations of other family members.

3. To develop an appreciation of the jobs done by personnel in the school.
   a. Principal
   b. Teacher
   c. Librarian
   d. Secretary
   e. Cafeteria Worker
   f. Bus Driver
   g. Maid
   h. Custodian
   i. Nurse
   j. Delivery man (food, supplies)
   k. others

4. To develop the understanding of why people work.

5. To show the inter-relationships of jobs. (Example: All personnel in the schools are dependent upon each other for the school's operation.)

SECOND GRADE CURRICULUM

A BROADER STUDY OF THE HOME AND SCHOOL, AND AN INTRODUCTION TO A STUDY OF THE COMMUNITY.

CONCEPTS:

1. Life in the home and neighborhood develops attitudes and habits needed for the world of work.
2. Adults earn livings in many ways.
3. Family members and community friends are dependent upon one another.
4. There is dignity in all honest work.
5. School develops attitudes and habits needed for the world of work.
6. Many jobs are necessary in order for the school and community to operate successfully.
7. Everyone depends upon the work done by the school.
8. Education is necessary for successful living.
9. Work is necessary for successful living.

OBJECTIVES:

1. To develop an appreciation of the dignity of all honest work by exploring jobs done by people in the home, school and community.

2. To become aware of adults' and childrens' jobs within the home.

3. To develop an appreciation of jobs done by personnel in the school.

   a. Principal

   b. Teacher

   c. Librarian

   d. Secretary

   e. Cafeteria Workers

   f. Others

4. To develop an awareness of community workers.

   a. Mailman

   b. Milkman

   c. Policeman

   d. Fireman

   e. Doctor

   f. Barber

5. To develop the understanding of why people work.

6. To show the inter-relationship of jobs.

SUGGESTED ACTIVITIES:

1. Students tell about his parents' jobs.
2. Students tell what they do at home to help their families.
3. Have students act out their mothers' or fathers' occupations.
4. Have student act out jobs of community workers or dress as community workers.
5. Take field trips or have parents or community workers come to the school to discuss their jobs.
6. Collect pictures from magazines depicting families occupation.
7. Read books about different occupations.

THIRD GRADE CURRICULUM

A STUDY OF LIFE IN THE EXPANDED COMMUNITY.

CONCEPTS:

1. Schools develop skills needed for the world of work.
2. People earn livings in many ways.
3. Communities need many different types of workers.
4. Everyone has responsibilities.
5. One should assume his own actions.
6. People have individual differences.
7. Communities depend upon one another.

OBJECTIVES:

1. To inform the children of jobs in the community.
2. To teach children about different aspects of community life.
   a. transportation
   b. industries
   c. homes
   d. population
   e. churches
3. Help children locate nearby cities and communities.
4. Help children realize that nearby cities and farms help neighboring communities.
5. To understand that the community will succeed only if people in the community do their part in their own capacity.

SUGGESTED ACTIVITES:

1. Have children's parents come to school and tell what job they hold.
2. Field trips to different transportation centers in community.
3. Filmstrips to show industries located in the community.
4. Field trips to industrial sites nearby.
5. Residential discussion and tours;
6. Show pictures depicting differences in residential and commercial sections of the community. Explain laws in regard to these areas.
7. Books can be used to broaden the childrens knowledge; let the children read for themselves about community life, or the teacher can read to the children.
8. Make a list of ways our area helps others. Include products produced.

FOURTH GRADE CURRICULUM

A STUDY OF OCCUPATIONS OF OTHER COMMUNITIES OF OUR STATE.

CONCEPTS:

1. Location of communities affect career opportunities.
2. Talent interests, and values affect career choice.
3. Through families, friends, and adults, we learn about ourselves.
4. Communities need many different kinds of workers to function.
5. Communities depend on each other.

OBJECTIVES:

1. To give students insight into the relationships of communities to one another.
2. To instill in a student the concept that what they do today affect their career choices for tomorrow.
3. To show that different people make up the community.
4. To show how observation of other people affects ways and actions.
5. To create an environmental awareness. (urban and rural)
6. To show how communities help each other.

ACTIVITIES:

1. Classroom Discussion: Teacher can initiate discussion involving those students who have lived in other communities and students who have not. (compare life in those communities and life in the local area.)
2. Let children draw or paint pictures of community workers.
3. Visit different businesses to see how they help each other.
4. Have people from other communities visit the school to discuss jobs in their areas.
5. Students may construct life-size cut outs depicting occupations discussed in class.
6. Students act out occupations discussed during class.
7. Make a list of products produced in Mississippi.
8. Make a list of various occupations found in Mississippi.

FIFTH GRADE CURRICULUM

A STUDY OF OCCUPATIONS IN STATES OTHER THAN MISSISSIPPI.

CONCEPTS:

1. States undertake co-operative enterprises.
2. Activities in different states are related.
3. Occupational opportunities in surrounding states.
4. Individual differences influence career planning.
5. Environment and individual potential interact to influence career development.
6. Advances in knowledge affects careers.
7. Geographical locations affect one's livelihood.

OBJECTIVES:

1. To show that states rely on their surroundings states to aid in the production and merchandising of products.

2. To show that states may have different industries requiring different types of jobs.

3. Discuss outstanding people from other states. (Politicians, industrialists, and businessmen, etc.

4. To instill in pupils a sense of social responsibility and a respect for good human relationships through a study of sister states.

ACTIVITIES:

1. Students may study a map and use yarn to designate specific places that the students can discuss in class.

2. Discuss and compare industries within and outside the state.

3. Make a list of jobs found outside of Mississippi.

4. Make a list of products made by people in other states.

5. Use textbook to broaden pupils knowledge of surrounding states.

6. Encourage the child to visit the library and seek additional reference material on the subject.

SIXTH GRADE CURRICULUM

A FOCUS ON OCCUPATIONS IN FOREIGN COUNTRIES.

CONCEPTS:

1. A study of our changing nation and world is necessary for today's young people to be able to successfully compete in the world.
2. Practice of good citizenship requires good planning and carrying out of projects in a democratic way.
3. Information and experiences can be obtained from many sources.
4. Individuals can learn to perform adequately in a variety of occupations.
5. People of foreign countries are much like the people in our country.

OBJECTIVES:

1. To give a basic introduction to occupations in foreign countries.
2. To acquaint the students with the life in other nations of the world.
3. To develop the critical thinking abilities of pupils through activities which help them see relationships, draw conclusions, and arrive at understandings.
4. To show that no matter where a person may live, work is a way of life.

ACTIVITIES:

1. Use of maps, filmstrips, and clipping from newspapers and magazines will aid the teacher and student in a scrap-book making project.
2. Use textbooks that are available to bring out desired material.
3. Make charts of foreign countries: industries, work situations, etc.
4. Comparison study of U.S. and foreign country trade centers; industrial, political and social development.
5. Have children act out occupations of foreign countries.

LESSON PLANS

GRADE LEVEL First SCHOOL _____

TEACHER _____ SUBJECT AREA Social Studies & Health

I. LESSON TITLE:
Safety

II. PRE-PLANNING:
Preview films on Safety, gather materials to be used in making a scrap book on safety.

III. OBJECTIVES:
1. To help the pupils become aware of their role in promoting safey for themselves and for others.
2. To make pupils sensitive to areas and activities in which carelessness may result in disaster.
3. To inform pupils of various good health and safety habits at home, school, playground.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Discuss the definition of the word "safety".
2. Discuss the proper use of playground equipment.
3. Show and discuss film-Safety on the Playground.
4. Show and discuss film-Safety To and From School.
5. Center safety at home discussion around hazardous medicines and danger symbols.
6. Show and discuss pictures of road signs.
7. Have children gather pictures depicting safety at home, on the playground and on the road.
8. Make a scrap book on safety.

V. CORRELATED SUBJECT AREAS:
Social Studies
Health
Art

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Policeman
Nurse
Doctor
Bus Driver
Truck Driver

VI. VOCABULARY:
carelessness
carefulness
hazards
danger
health
symbols (poison markings)

VII: TEACHING AIDS:
Texbook---------Health and Safety Pictures
Scrapbook
Film-Safety To and From School
Film-Safety on the Playground

GRADE LEVEL First SCHOOL _____

TEACHER _____ SUBJECT AREA Health

I. LESSON TITLE:
All About Me

II. PRE-PLANNING:
1. Cover mirror with paper so that only the child's face can be seen.
2. Prepare questions to ask children.
3. Prepare ditto sheets entitled "All About Me."

III. OBJECTIVES:
1. To make pupils aware of themselves and their appearance.
2. To encourage pupils to use their imaginations.
3. To help pupils stimulate an interest in themselves.
4. To stimulate an interest in personal cleanliness.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. To make pupils aware of themselves, the teacher will let each pupil go to the mirror and answer the following questions.
   a. What do I see?
   b. What is it I cannot see?
   c. What do I wish to see?
2. On the second day of the unit a ditto sheet will be passed to the pupils to draw themselves, their home, pet and toys.
3. On the third day pupils will examine themselves for cleanliness: nails, socks, clothes, etc., and a review will be held to see if pupils comprehended what was discussed.
4. Pupils also will tell what they would like to be when they grow up.
   "I want to be a teacher."
   "I want to be a mother."
   "I want to be a doctor."
   "I want to be a school bus driver." and others.....

V. CORRELATED SUBJECT AREAS:

Art
Reading
Language Arts

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Teacher
Housewife
Doctor
School Bus Driver

VI. VOCABULARY:
cleanliness
personality
facial expression
mirror

VII. TEACHING AIDS:
ditto sheet entitled "All About Me"
pencils
colors
mirror

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All About Me

My name is _____

I am ___ years old.

Here I am.

This is my house.

This is my pet.

Here are my toys.

GRADE LEVEL First SCHOOL

TEACHER SUBJECT AREA Social Studies

I. LESSON TITLE:
Transportation

II. PRE-PLANNING:
Consult with the Career Education Teacher and the Tools and Materials Specialist in order to carry out a "hands on approach" to learning about transportation.

III. OBJECTIVES:
1. To acquaint pupils with models of transportation-air, water and land.
2. To give "hands on" experiences with common hand tools in constructing models of different modes of transportation.
3. To help the children understand the importance of the different modes of transportation.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Discuss the different modes of transportation. (land,air, water)
2. Have children decide in which area they wish to construct a model.
3. Show filmstrip on transportation.
4. Plan with the children and the Tools and Material Specialist, the construction procedures involved in building the models.
5. Get materials required for construction from the Tools and Material Specialist.
6. Construct the models with the aid of the Tools and Material Specialist.
7. After the models are built allow each group to explain the use of their models of the different modes of transportation.

V. CORRELATED SUBJECT AREAS:
Reading
Social Studies
Math

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Train Workers
Airplane Pilots
Airport Workers
Truck Driver
Boat Workers
Bus Driver

VI. VOCABULARY:

ship	airplane	train	nail	hammer	sandpaper
boat	airport	handsaw	glue	paint	rule
file	measure				

VII. TEACHING AIDS:
Wood
Sandpaper
Models built by the students
Transportation cards
Tools from tool panel
Filmstrip-Safety on the School Bus

GRADE LEVEL First SCHOOL _____

TEACHER _____ SUBJECT AREA Health

I. LESSON TITLE:
"Care of My Teeth"

II. PRE-PLANNING:
1. Teacher will locate a story about teeth.
2. Teacher will prepare ditto papers for unit.
3. Teacher will purchase post cards for children to use.

III. OBJECTIVES:
1. To help the children realize that a daily routine is necessary for good health habits.
2. To teach the children the correct method of brushing teeth.
3. To encourage the children to make frequent visits to the dentist.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. The teacher will intorduce the lesson by reading a story entitled "Dorothy and the Dentist".
2. The teacher will show picture prints about the dentist.
3. The children will be taught proper brushing methods along with the teacher telling the children the names of the teeth (sections)
4. The children will tell about their visit to the dentist.
5. The children will complete the ditto pages prepared by the teacher.
6. The children will write post cards to their parents reminding them of a visit they should make to see the dentist.

V. CORRELATED SUBJECT AREAS:
Health
Reading
Writing

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Dentist
Dental Assistant

VI. VOCABULARY:

Dentist	Teeth	Brush
Toothpaste	Toothache	

VII. TEACHING AIDS:
1. "Dorothy and the Dentist", Dental Health Aids, compiled and distributed by Division of Public Health Dentistry, Mississippi State Board of Health, Jackson, Mississippi.
2. Post Card
3. Ditto Material
4. Singer, SVE "Neighborhood Friends and Helpers," Urban Life Study Prints

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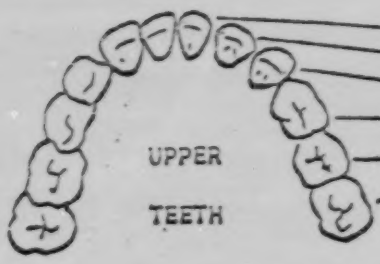
WHAT I SEE IN MY MOUTH

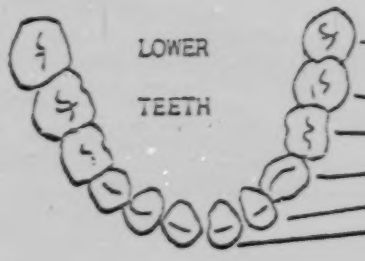
(Grades 1 - 3)

NAME _____ AGE _____ DATE _____

SCHOOL _____ TEACHER _____ GRADE _____



1. Incisor
2. Incisor
3. Cuspid
4. Primary Molar (or permanent bicuspid)
5. Primary Molar (or permanent bicuspid)
6. First permanent molar (also called 6-year molar)



6. First permanent molar (also called 6-year molar)
5. Primary Molar (or permanent bicuspid)
4. Primary Molar (or permanent bicuspid)
3. Cuspid
2. Incisor
1. Incisor

CODE:

Circle permanent teeth with yellow crayon

Circle primary teeth with blue crayon

Mark X in spaces where there are no teeth

Mark D on decayed teeth

Mark F on filled teeth

Count permanent teeth present ____

Count primary teeth present ____

CHECK ONE ANSWER: YES NO

Teeth are clean ___ ___

Teeth are stained ___ ___

Miss Marie Rutledge
Dental Health Consultant
Mississippi State Board of Health
Box 522
Greenwood, Mississippi 38930

GRADE LEVEL First, Special Ed. SCHOOL _____

TEACHER _____ SUBJECT AREA Reading

I. LESSON TITLE:
Fire Prevention

II. PRE-PLANNING:
1. Talk with Principal, Teachers about Fire Prevention week.
2. Contact Fire Department to see if possible to get a fire truck to come to the school so all children in Rogers school could see it.
3. Arrange with Principal plans for a fire drill and fire truck's visit.

III. OBJECTIVES:
1. To show children what jobs there are in connection with a fire truck.
2. To give the children an opportunity to ask questions of fireman.
3. To show children different ways to fight fires.
   a. foam used at airports
   b. helicopters fly over tall building
   c. boat fires are put out by fire boats

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Discuss causes of fires. Ask the following questions:
   a. How do fires start and how they can be put out?
   b. What do you do when a fire is discovered?
   c. Who do you call when you discover a fire?
   d. Where is the fire department in your town located?
   e. Who works on the fire truck? (In Itta Bena, there is a volunteer fire department with one paid employee. It is good to discuss the difference in a volunteer department and one hired by the city.)
   f. Where does the water come from that is used to put out a fire?
2. Firemen will tell the children about the duties of the various jobs on the truck.
3. Make fire hats from red posterboard at the end of the day.
4. Use teaching aids to enforce discussion.
5. Discuss with the children their role in preventing fires.

V. CORRELATED SUBJECT AREAS:
Art-Making Firehats
Reading

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Driver
Hosemen
Captain
Fire Chief

VI. VOCABULARY:

truckmen	alarm	engine	scene of fire	hose nozzle
fire station	fire hydrant	volunteers	equipment	asbestos suit

VII. TEACHING AIDS:
Singer-picture story prints SP-120-Fire Department Helpers
Books-I Want to be a Firemen
Friendly Helpers About Town

GRADE LEVEL First SCHOOL _____

TEACHER _____ SUBJECT AREA Reading

I. LESSON TITLE:
MY Family's Workers

II. PRE-PLANNING:
Meet with Career Education teacher to plan unit of study. Preview the film, "Robert's Family at Home".

III. OBJECTIVES:
1. To introduce the children to jobs held by members of the students' families.
2. To show that children should have responsibilities at home.
3. To show that family members should work together.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. The teacher will lead the children in a discussion about the importance of family members' jobs.
2. The children will draw pictures of their family workers at their particular work.
3. The children will see the filmstrip "Robert's Family at Home".
4. The teacher will read the poems "Shoes" and "Only One Mother".
5. The children will have an activity period where they will "act out" family members & their jobs.

V. CORRELATED SUBJECT AREAS:
Reading
Language Arts

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
farmer
teacher
tractor driver
truck driver
mechanic
maid
secretary

VI. VOCABULARY:
family
chores
responsibilities
tasks
helping

VII. TEACHING AIDS:
"Robert's Family at Home", Robert & His Family Singer/SVE
Pictures of family members drawn by students.
Pictures cut out of magazines depicting family life.
Poems from Childcraft, Vol. I, Poems & Rhymes, "Shoes" by Tom Robinson, page 138; and "Only One Mother" by Geo. Cooper, page 194.

GRADE LEVEL First SCHOOL _____

TEACHER _____ SUBJECT AREA Reading

I. LESSON TITLE:
Community Helpers

II. PRE-PLANNING:
Preview activity cards, people cards, and filmstrips on community helpers.

III. OBJECTIVES:
1. To help students become aware of jobs done at home.
2. To help students recognize community helpers, and know about their jobs.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Hold up one activity card at a time and discuss what the person is doing. Line up the cards and review them.
2. Sing the song "This is the way" using the activity cards, act out the verses.
3. Present the community helpers card and explain, that these are pictures of people who help us. We will talk about how their jobs help us.
4. Show one card at a time and let volunteers name them and discuss what they do.
5. Place the cards in line so students can see them.
6. Ask these riddles to the class, then repeat by asking individuals.
   1. He helps sick people get well, he is a _____.(doctor)
   2. He fights for his country; he is a _____.(soldier)
   3. He puts out fires; he is a _____.(fireman)
   4. He picks up trash; he is a _____. (garbageman)
   5. He fixes our teeth; he is a _____. (dentist)
   6. He puts gas in our car; he is a _____. (gas station attendant)
   7. He brings the mail; he is a _____. (mailman)
   8. He tells us when to cross the street; he is a _____. (policeman)
   9. He delivers something that is good for our teeth; he is a _____.(milkman)
   10. He builds houses; he is a _____. (carpenter)
   11. She sells things in a store, she is a _____.(clerk)

V. CORRELATED SUBJECT AREAS:
Music
Language Arts
Reading

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Fireman
Gargageman
Dentist
Mailman
Policeman
Doctor
Clerk
Many Others

VI. VOCABULARY:
Community

VII. TEACHING AIDS:
Activity cards
People cards
Filmstrips on Community Helpers.

GRADE LEVEL First SCHOOL

TEACHER SUBJECT AREA Social Studies

I. LESSON TITLE:
Families Play Together

II. PRE-PLANNING:
Discuss places that families can go to play. Such as: Beach, Zoo, and Parks

III. OBJECTIVES:
To show the children, by helping each other complete their work they will have more time for play.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Show the children by working together they will have more time to play.
2. Discuss the pictures prints.
3. Pass out worksheets.
4. Permit children to write sentences about the pictures on the worksheet.
5. Write new words on chalkboard.

V. CORRELATED SUBJECT AREAS: LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Language Arts
Reading

VI. VOCABULARY:

Beach, Zoo, Supper, Dress, Ride, Lake

VII. TEACHING AIDS:

Worksheet
A family at work and play picture study prints.
Hayes Social Studies Book I

Write any three of these sentences that tell about the picture on the lines under the picture.

The boy is playing with his dog.

The family is at the beach.

Father gives the family a ride in their new car.

They are playing ball.

A boat is sailing on the lake.

Mother brought a picnic supper with them.

The little girl is wearing a new dress.

GRADE LEVEL First grade SCHOOL _____

TEACHER _____ SUBJECT AREA Health & Safety

I. LESSON TITLE:
"Outdoor Play and Sports"

II. PRE-PLANNING:
Plan what will be put on bulletin board, get material together.

III. OBJECTIVES:
1. To recognize the dangers of playing with wagons, scooters, etc.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Discuss some safety rules for play with wagon, bike.
2. Explain how accidents can happen in streets from wagon, scooter, etc.
3. Make a list of safety rules for playing wagon etc.
4. Prepare a bulletin board.
5. Draw pictures to show safe ways of riding wagon, scooters, etc.

V. CORRELATED SUBJECT AREAS:

Social Studies
Language Arts

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Policeman
Teacher (safety)
Director (playground)

VI. VOCABULARY:
Safety
Accidents

VII. TEACHING AIDS:
Films
Pictures on safety
Book (Safety Today)

GRADE LEVEL 1st grade SCHOOL _____

TEACHER _____ SUBJECT AREA Social Studies

I. LESSON TITLE:
Families of the World

II. PRE-PLANNING:

To get material together.
To discuss how families area alike and different.

III. OBJECTIVES:
1. To show the children that all families have needs, such as; food, clothing, and shelter.
2. To show the children that we live in different kinds of houses.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Listen to lesson on the record. (SRA)
2. Discuss the different places and houses people live in.
3. Discuss sizes of family.
4. Allow children to complete the worksheets.
5. Draw picture of their family.

V. CORRELATED SUBJECT AREAS:

Reading
Art

LISTANY CAREERS BROUGH OUT IN THE LESSON:

Doctor, Farmer, Mailman, Milkman

VI. VOCABULARY:

building	warm
Eskimo	cold
large	pet
small	puppy

VII. TEACHING AIDS:
(SRA) Record player, worksheet, (storybook) "The Brown Family".
Flannel board, the family.

BEST COPY AVAILABLE

This family lives in a big city.

They live in a big city in the United States.

They live in an apartment building.

They like to live in an apartment.

Many families live in this building.

The children have fun playing together.

Draw a line under the right word to answer questions:

Is this a happy family? Yes No

This is an Eskimo family.

They have a pet puppy.

They live where it is cold.

They wear warm clothes.

Their home is small.

They keep their small home warm.

This is a (large small) family.

Write this word on the line under it: Eskimo

_____

This family lives where it is very hot.

Do they dress in warm clothes?

Yes No

This is a (large small) family.

Write the word "mother" under her picture.

GRADE LEVEL First SCHOOL

TEACHER SUBJECT AREA Social Studies

I. LESSON TITLE:
A Family Working Together

II. PRE-PLANNING:
Discuss the job we do around the house.
Material run off.

III. OBJECTIVES:
1. The children will learn that they can help mother and father by sharing the work.
2. Students will learn that it's fun to work together.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Read a story about a family that work together.
2. Write new words on chalkboard.
3. Pass out materials.
4. Discuss the story with children.
5. As a class family assign children to special duties in the classroom.
6. Use supplementary hand out sheet to help.

V. CORRELATED SUBJECT AREAS:
Language Art
Art

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Cook Food
Clean House
Yard Work

VI. VOCABULARY:

dishes	car	snow	summer
shovel	family	leaves	

VII. TEACHING AIDS:
Materials that were run off.
Pictures were cut out about families.

Peter helps Father wash the family car.

Father likes to have Peter help him.

There are many things at home for the family to do together.

In the winter there is snow to shovel.

In the summer there is grass to cut.

In the fall there are leaves to rake.

Mother has many things to do in the house.

She likes Peter and Kathy to help her.

Peter and Kathy can do the dishes.

Sometimes Father helps with the dishes.

It is fun to work together.

Put the right words on the lines:

dishes car snow summer shovel family leaves

1. In the _____ there is grass to cut.
2. In the fall there are _____ to rake.
3. Peter and Kathy help do the _____.
4. In the winter there is _____ to _____.
5. Peter helps Father wash the family _____
6. There are many things for a _____ to do together.

GRADE LEVEL First Grade SCHOOL _____

TEACHER _____ SUBJECT AREA Guidance

I. LESSON TITLE:
The Self as Perceived by the Child

II. PRE-PLANNING:
1. Study teacher's guide
2. Listen to record used for motivation of thoughts of the children "Learning in the Park".

III. OBJECTIVES:
1. The students should learn to be realistic about themselves- how they look and be proud of it.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Listen to record
2. Talk about their physical features.
3. Feel facial features.
4. Let students draw themselves.
5. Let students fill out information sheets about themselves.

V. CORRELATED SUBJECT AREAS:
Guidance
Art

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Students suggested careers they thought fit them.
1. Chef
2. Nurse
3. Pilot

VI. VOCABULARY:
facial
physical
features

VII. TEACHING AIDS:
1. record
2. mimeographed sheets
3. pencils and colors

A LOOK AT MYSELF

My name is_____

I live at_____

My telephone number is_____

MY FAMILY AND HOME

I have_____brothers and_____sisters.

Their names are_____

My mother works at_____

My father works at_____

At home I like to:

_____work in the yard
_____help mother with her work
_____watch T.V.
_____play with other children
_____have my friends over

MY FRIENDS

My special friends are_____

We like to play_____

MY SCHOOL

The name of my school is_____

I am in the _____grade.

The things I like best at school are_____

The things I like least at school are_____

I do_____or do not_____ go to Sunday School.

MY HOBBIES AND INTERESTS

I have a pet_____named_____

I like to read about_____

My favorite comic book is_____

I like these "funnies" best in the newspaper_____
_____,_____,_____

I like to collect_____

My favorite T.V. programs are_____,_____,
_____,_____,_____,_____

My favorite sports are_____,_____,_____

When I grow up I want to be _____

Other things I want to tell about myself are_____

_____

_____

_____.

GRADE LEVEL First SCHOOL _____

TEACHER _____ SUBJECT AREA Social Studies

I. LESSON TITLE:

The School Helper

II. PRE-PLANNING:
Discuss different jobs in Sunnyside School, plan a visit to the Principal, Secretary, Maid, lunchroom.

III. OBJECTIVES:
1. The children will become aware of the school helper and their jobs.
2. The children will be able to tell some of the things the lunchcook, secretary, and principal do.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Using flannel board set, the student will dress different school helper for their jobs.
2. Read a story about each careers, such as: Teacher, Principal, Secretary, Nurse. The students will be taken to each person's place of work in the school. School helpers will tell about their jobs and how the students can help.

V. CORRELATED SUBJECT AREAS:
Reading

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Teacher
Secretary
Principal
Cook
Nurse

VI. VOCABULARY:
Principal
Secretary
lunchroom worker

VII. TEACHING AIDS:
I want to be a Teacher includes (principal) storybook, flannelboard, cutouts, film.
I Want To Be A Nurse

GRADE LEVEL 1-4 SCHOOL _____

TEACHER _____ SUBJECT AREA Guidance

I. LESSON TITLE:
Physical Attributes of Self

II. PRE-PLANNING:
1. Study the manual SRA Focus on Self Development -Stage One.
2. Preview filmstrips, records.
3. Plan question for follow-up.

III. OBJECTIVES:
1. The child should become aware of his unique physical being.
2. The child should learn to accept and understand himself as a unique person.
3. The child should learn to accept others.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Show filmstrips "I Wonder" as an introduction and use record that accompanies the filmstrip.
2. Allow discussion of each picture on filmstrip.
3. Listen to record of "Cindy and The Elf" (this filmstrip relates the differences between people and elves.
4. Play games of describing a friend - not looking at them.
5. Play game with a person blindfolded, feeling a friend's head and guessing who he is.

V. CORRELATED SUBJECT AREAS:
Guidance

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Jobs their parents performed.

Teacher	Farmer
Nurse	Factory Worker
Secretary	

VI. VOCABULARY:
Unique, self-awareness, wonder

VII. TEACHING AIDS:
1. Library book - The Smallest Boy in the Class
2. Filmstrip - I Wonder with accompanying record.
3. Record "Cindy and the Eld".
4. Photoboards showing people with different physical beings.

GRADE LEVEL 1st SCHOOL

TEACHER SUBJECT AREA Social Studies

I. LESSON TITLE:
Getting to Know the Family

II. PRE-PLANNING:
Collect magazines for the children to cut pictures from the magazines pertaining to families, family needs, family occupations to go into a scrapbook. Talk with Career Education teacher about material in the materials center which would aid in this lesson.

III. OBJECTIVES:
To help the children discover that the family fulfills important economic, social, and political needs.
To help the children realize the importance of a home because it is the home.
To help children look on the family and family life as a process of perpetual change.

IV. TEACHING PROCEDURES AND ACTIVITIES:
Have the children listen to the record "Getting to Know the Family". In order to reinforce the main ideas of the recorded lesson, ask question such as:

"What can you say about your family?"
"How do families differ?"
"How do families change?"
"What do families need in order to succed?"

Read the poem "Houses" to the children.
Help the children make scrapbooks using pictures cut from magazines.

V. CORRELATED SUBJECT AREAS:
Health
Music

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Farmers
Maid
Service Station Attendant
Truck Driver

VI. VOCABULARY:
Necessities of Life
Consumer
Producer

VII. TEACHING AIDS:
SRA Our Working World-Families at Work, activity book and textbook, record,

GRADE LEVEL Second SCHOOL _____

TEACHER _____ SUBJECT AREA Social Studies

I. LESSON TITLE:

"Community Workers - The Postman"

II. PRE-PLANNING:
Contact the Post Office before the field trip.

III. OBJECTIVES:
1. To help the students realize we depend on the postman every day and why we need the postman.
2. To help the students realize that the postman is a very important community helper.
3. The student will become familiar with the duties of other people who help run the post office.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Read stories relating to postmen. Use the book "I Want To Be A Postman".
2. Use picture story prints.
3. Show film - The Mailman and Helpers Who Come to Our House.
4. Construct a post office (with the aid of industrial arts teacher.)
5. Let children take turns playing postman.
6. Pupils mailed Valentine cards to each other.
7. Pupils visit Greenwood Post Office.
8. Let children draw pictures of what they saw at the post office.
9. Make a bulletin board of pictures relating to postman, mailbag, mailtruck, post office, letters.

V. CORRELATED SUBJECT AREAS:
Reading
Mathematics
Social Studies

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Postman

VI: VOCABULARY:

Relay Station	Special Delivery	Registered Mail
Mail Man	Parcel Post	Sorting
Air Mail	Dead Mail Office	

VII. TEACHING AIDS:
World Book Encyclopedia
PEOPLE WE KNOW - Postman Picture Study Prints
I WANT TO BE A POSTMAN - Children's Press
Filmstrip: The Mailman and Helpers Who Come to Our Home

GRADE LEVEL Second SCHOOL _____

TEACHER _____ SUBJECT AREA Social Studies

I. LESSON TITLE:
When I Grow Up, I Want to Be.....

II. PRE-PLANNING:

III. OBJECTIVES:

1. To develop oral expression and language through students participation.
2. To relate the various careers opportunities by letting students tell future occupations and informing them of unfamiliar ones.

IV. TEACHING PROCEDURES AND ACTIVITIES:

A. Raise the following question: What do you want to be when you grow up?
B. Let individuals come forward and dress the flannel boy or girl into occupation uniform.
C. Let students tell what responsibilities come with their future profession.
D. Show them the "I Want to Be" books and allow the students to look at and read them.
E. Conclude with facts about the wide range of job opportunities the world has to offer individuals.

V. CORRELATED SUBJECT AREAS:
Social Studies

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Teacher	Fireman
Astronaut	Mother
Nurse	Ballerina
Race Driver	Animal Doctor

VI. VOCABULARY:

occupation
job opportunity

VII. TEACHING AIDS:

Flannel board set
I Want To Be Books

GRADE LEVEL Second SCHOOL

TEACHER SUBJECT AREA Social Studies

I. LESSON TITLE:

People Who Wear Uniforms

II. PRE-PLANNING:

Gather pictures of people in uniforms.

III. OBJECTIVES:

1. To become aware of people that work in uniforms.
2. To explore why people wear certain uniforms.
3. To learn that uniforms help identify the work people do.

IV. TEACHING PROCEDURES AND ACTIVITIES:

A. Explain the word uniform.
B. Show pictures of people wearing uniforms: a football player; nurse; fireman; policeman; etc.
C. Encourage the children to tell why the uniforms are different; to establish the purposes a uniform might serve in a particular kind of work.
D. Have the children bring pictures of people in uniforms.
E. Permit the children to select one picture of a person in a uniform and write as much as possible about the persons job.

V. CORRELATED SUBJECT AREAS:
Social Studies

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Hospital Worker
Fireman
Policeman and others.

VI. VOCABULARY:
Uniform

VII. TEACHING AIDS:

Flannel Board Cut Outs.

GRADE LEVEL Third SCHOOL

TEACHER SUBJECT AREA Health

I. LESSON TITLE:
How You Grow

II. PRE-PLANNING:

Meet with career education teacher and school nurse.

III. OBJECTIVES:
1. To help pupils understand that every living thing grows at its own rate and that they contribute to their growth by practicing good health habits.
2. To help pupils understand why care of their teeth is important both now and in the future.

IV. TEACHING PROCEDURE AND ACTIVITIES:

A. Read and discuss the charts, posters and the topic in the textbook on your teeth.
B. Show pupils filmstrip.
C. Encourage pupils to ask questions.
D. Do a demonstration on the proper way of brushing the teeth.
E. Let each child brush his teeth the proper way. Observe each child.

V. CORRELATED SUBJECT AREAS:
Science
Reading

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Dentist
Hygienist
Technician

VI. VOCABULARY:
Hygienist
tartar
flouride
decay
cavity

VII. TEACHING AIDS:
Let's Talk About Your Teeth -- Proctor & Gamble, 1967 (filmstrip and record)
About Friendly Helpers for Health and Safety, I Want to Be a Dentist
Children's Press
(toothpaste, toothbrush racks)
Dentist and Dental Assistant, picture study prints - Singer/SVE,
toothbrushes.

GRADE LEVEL 3rd SCHOOL

TEACHER SUBJECT AREA Health

I. LESSON TITLE:

Help To Prevent Cavaties

II. PRE-PLANNING:

Gathered dental health education materials that would help pupils build good practices for care of teeth. Such reactions and opinions from teachers, school nurse, dental hygienist, etc , were stated.

III. OBJECTIVES:

1. To help pupils learn proper methods of brushing the teeth.
2. To teach the importance of brushing the teeth.
3. To teach the role of food in dental health.
4. To teach the importance of cleaning the teeth thoroughly.
5. To instill in the children an awareness of occupations in dental professions.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Use of posters to illustrate teeth.
2. Show filmstrips.
3. Discussion
   a. primary teeth
   b. permanent teeth
   c. function of different types of teeth
   d. structure of teeth
   e. teeth decay
   f. malocclusion
   g. benefits of flouride in tooth paste. Make a tooth brush rach. Roll playing Dentist-Nurse, carpenters.

V. CORRELATED SUBJECT AREAS:
Science and Health

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Visit of the Dental Hygienists and nurses discussing their careers with the students. Visit of the industrial art coordinators (helping students make a tooth brush rack).

VI. VOCABULARY:

Toothache	Dental Hygienist	Dentist
Cavaties	Dental Technician	

VII. TEACHING AIDS:

Singer, SVE "Neighborhood Friends and Helpers", Urban Life Study Prints
I Want To Be A Dentist, Children's Press.

GRADE LEVEL Third SCHOOL _____

TEACHER _____ SUBJECT AREA Social Studies

I. LESSON TITLE:

Family Responsibilities

II. PRE-PLANNING:

This work is a continuation of the social studies material in the textbook.

III. OBJECTIVES:

1. To help the pupils understand their responsibilities to their family and their community.
2. To help pupils gain a better understanding about communities and neighborhoods.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Introduce the unit to the class - "Making a New Community".
2. Read and discuss topics such as: "New Neighbors and New Neighbors Working Together".
3. Introduce the filmstrip about Robert's Family and their neighbors to the class.
4. After seeing and hearing the filmstrip, discuss it in detail.
5. Make a list of the responsibilities we have to the community.

V. CORRELATED SUBJECT AREAS:

Language Arts
Social Studies
Reading

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Grocery Store Clerk
Salesman
Truck Driver

VI. VOCABULARY:

Neighbor Neighborhood Community Responsibilities in neighborhood.

VII. TEACHING AIDS:

Textbook: Living in America Yesterday and Today, MacMillan Company
Magazine Pictures

GRADE LEVEL Fourth SCHOOL

TEACHER SUBJECT AREA Science

I. LESSON TITLE:

Needs For Food

II. PRE-PLANNING:

This work is a continuation of the science material in the textbook.

III. OBJECTIVES:

1. To show children where bread comes from and how it is processed.
2. To show children how their foods are protected from bacteria and how the food is kept fresh.
3. To discuss what people are involved in getting bread to us.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Textbook lesson
2. The children will take a loaf of bread and let it get old to show mold.
3. The teacher will show a filmstrip "How We Get Bread" to acquaint the children with the many people involved in getting bread from bakery to store to home.

V. CORRELATED SUBJECT AREAS:

Health

LIST ANY CAREERS BROUGHT OUT IN THIS LESSON:

Baker
Farmer
Cattleman
Grocer

VI. VOCABULARY:

poultry bakery
bacteria dough

VII. TEACHING AIDS:

"The Foods We Eat" Singer SVE - sound filmstrip.

GRADE LEVEL Fourth SCHOOL _____

TEACHER _____ SUBJECT AREA Social Studies

I. LESSON TITLE:

Living in the Congo Region; Ways of Living in the Congo

II. PRE-PLANNING:

Study the globe in order to show the children the region to be discussed.
Review the unit in the textbook.

III. OBJECTIVES:

1. To show the students where the Congo is located.
2. To bring about the understanding of how people in the Congo live.
3. To help the students to understand the economics involved in life in the Congo.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Have the students find the Congo River in Africa on the globe.
2. Involve the class in a discussion of Life in the Congo. Center the discussion around work done by the people.
3. Ask the question: "What did you catch fish with? Did you go fishing for fun?" The answers to these questions should bring out the importance of fishing as a means of livelihood.
4. Ask the students to read pages 67-75 in their textbooks. They will find out why the Congo people went fishing.
5. Call attention to the double picture on page 70 showing a village in reality, this is where the crops are raised. The people of the village get food through farming (done by women) and fishing (done by men).
6. Point out the two methods of fishing used by the Congo people: fishing with nets in dugout canoes and basket trap fishing and the work involved.
7. Explain to students the economic importance of each catch since the men were fishing for a living - and not for fun. Permit the children to discuss what has been read.
8. Permit the children to play the matching game on p. 85 of their textbook.

V. CORRELATED SUBJECT AREAS:
Reading
Language Arts

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Fisherman Traders Sculptors
Farmers Furniture Makers
Hunters Medicine Man Loggers

VI. VOCABULARY:

Congo Region	latitude	market	parallel
longitude	baboon	sculptor	tribe

VII. TEACHING AIDS:
Globe Maps Textbook: Living in Our Country and Other Lands - the Macmillan Co.

GRADE LEVEL Fourth SCHOOL _____

TEACHER _____ SUBJECT AREA Social Studies

I. LESSON TITLE:
Others Who Share Our World; Living in the Amazon Region

II. PRE-PLANNING:
Preview materials to be used in this lesson.

III. OBJECTIVES:
1. To show that all people share the same basic natures, motivations, and the same basic needs.
2. To show how people of this region worked to satisfy their needs.
3. To instill in the children the concept that the ways in which people are alike are more important than their differences.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Ask the students to look at the pictures on p. 44 to determine the climate in which this story takes place before reading the story "Living In a Hot, Wet Region".
2. Explain that this story is about two native children who are engaged in real-life situations.
3. Read and discuss the unit.
4. Obtain pictorial charts from library to teach important economic concepts in order to show how the Congo Indians trade for their needs.
5. Discuss - hunting, fishing, farming in the Amazon as compared to hunting, fishing and farming in the U.S.
6. Ask students in class to show or explain how each person is alike and how each person in the class is different.

V. CORRELATED SUBJECT AREAS:
Spelling
Art
Language
Science

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Farmers
Fishermen
Hunters
Traders

VI: VOCABULARY:

rain forest	Brazil nuts	Manioc
Amazon River	equator	dugout
rainy season	region	dry season

VII: TEACHING AIDS:
Charts
Textbook "Living in Our Country and Other Lands,"; Cutright, Jarolimek, Clark; MacMillan.

GRADE LEVEL Fourth SCHOOL

TEACHER SUBJECT AREA Readin

I. LESSON TITLE:
"Abraham Lincoln" text pages 120-122, Our Country

II. PRE-PLANNING:
In presenting the lesson background information was obtained from the basic text, library books, "I Want To Be" series, S.R.A. - Our Working World, and teacher's previous experience on discussions of Abe Lincoln on other occasions.

III. OBJECTIVES:
1. To compare the types of homes of pioneer times with homes of the 21st century.
2. To discuss the different types of careers needed for the construction of a house.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Teachers do guided reading on the story "Abraham Lincoln".
2. Pupils read silently and discuss story orally.
3. Emphasize how the Pioneers built their homes.
4. Pupils will make log cabins. Judges will select the best original cabins for first and second places. Awards will be given. Pictures will be made of the project.

V. CORRELATED SUBJECT AREAS:
Reading
Mathematics
Art

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Carpenters Plumbers
Electricians Brick layers
Painters Architects

VI. VOCABULARY:
career occupations
pioneers

VII. TEACHING AIDS:
Basic text and pictures

GRADE LEVEL Fourth SCHOOL _____

TEACHER _____ SUBJECT AREA Health

I. LESSON TITLE:
The Teeth

II. PRE-PLANNING:
Contact dental hygeinist
Get material to be presented to children

III. OBJECTIVES:
1. To learn what the teeth are made of, the important jobs they do and how they can best be cared for.

2. To help the students become aware that dentists contributes to the well being of our society through the work he does.

3. To show the importance of dental hygiene in self improvement.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Group students: Give each group an opportunity to discuss topics chosen from "Health and Growth", Scott Foresman and Company textbook.

2. Present a play to other classes in the school, title, Dorothy and the Dentist and the Tooth Ache Mystery.

3. Use the poster people we know "The Dentist" to help students get a better understanding of the dentist job.

4. Ask the Dental Hygienist to talk to the class about her job and how the students can help her. (take better care of their teeth)

5. Allow time for each child to discuss his or her experiences at the dentist.

6. Make an attractive bulletin about the dentist and his helper the dental hygienist.

7. Have the students bring pictures to make a book about dentistry which will include new equipment used in detecting dental problems.

V. CORRELATED SUBJECT AREAS:
Health
Science
Art

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Dentist
Dental Hygienist

VI. VOCABULARY:
Denistry
Dental floss
Dental Hygienist
enamel

VII. TEACHING AIDS:
I Want to Be a Dentist: Children's Press
People We Know - "Dentist" picture set
Health and Growth; Scott Foresman and Company

GRADE LEVEL 4,5,6 SCHOOL _____

TEACHER _____ SUBJECT AREA _____

I. LESSON TITLE:

II. PRE-PLANNING:
Intermediate teachers will meet with Career Education teacher to make plans for Negro History Week.

III. OBJECTIVES:
1. To make pupils aware of prominent Negro citizens.
2. To help stimulate an interest in occupations of speakers.

IV. TEACHING PROCEDURES AND ACTIVITIES:
1. Have an assembly program so all intermediate teachers and students can meet visitors.
2. Have individual classrooms open for speakers to visit.
3. Students in homeroom will have opportunity to listen to speaker assigned to his classroom.

V. CORRELATED SUBJECT AREAS:
Language Arts

LIST ANY CAREERS BROUGHT OUT IN THIS LESSON:

Secretary	Accountant
Art Co-ordinator	Health Ed. Aide
Upholsterer	Marine Recruiting Sgt.
Receptionist	Air Force ROTC Inst.
Clerk	Employment Off.
	Employee

VI: VOCABULARY:

dictation	Health Dept.	IBM machine
Xerox machine	D.O.T. (Dictionary of Occupational Titles)	Key Punch Machine
ditto pad		Typewriter
memo	Values	sculpture
Training	Pride	Job Bank
	Drill	Health Education

VII. TEACHING AIDS:

GRADE LEVEL Fifth SCHOOL

TEACHER SUBJECT AREA Mathematics

I. LESSON TITLE:

Metric Units of Length

II. PRE-PLANNING:

Study the unit and design problems for the students to complete.

III. OBJECTIVES:

1. To show that different people use the metric system.
2. To show the importance of the use of the metric system.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Ask students: "Does anyone know a person that uses the metric system?" Discuss the answers.
2. Have students go into the community to find out who uses the metric system around them almost everyday in their world of work.
3. Explain the meaning of Deci, Centi, and Milli.
   a. Deci means "one tenth"
   b. Centi means "one hundredth"
   c. Milli means "one thousanth"
4. Explain the table below and have children memorize it:
   1 decimeter (d m) = 1/10 meter (m)
   1 centimeter (c m) = 1/100 meter (m)
   1 millimeter (m m) = 1/1000 meter (m)
5. Have students complete the math activity below
   1. 1 m is ____dm (10)
   2. 1 cm is ___m (1/100)
   3. 1 m is ____cm (100)
   4. 1 cm is ____dm (1/10)
   5. 1 m is ____mm (1000)
   6. 1 cm is _____mm (10)
6. Ask students orally to complete the following:
   1. 5 d m is ____m (.5)
   2. 50 c m is _____m m (500)
   3. 10 d m is _____m m (1000)
   4. 200 mm is _____d m (2)
   5. 5 m is _____d m (50)
   6. 100 m m is _____m (.1)

V. CORRELATED SUBJECT AREAS:

Language Arts
Reading

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Doctors
Astronauts
Pharmacist
Physicist
Chemist
Astronomer
Mechanic

VI. VOCABULARY:

Metric
Decimeter
Millimeter
Centimeter
Meter

VII. TEACHING AIDS:

1. pencils

GRADE LEVEL Sixth SCHOOL _____

TEACHER _____ SUBJECT AREA Language Arts

I. LESSON TITLE:
Communicating the News

II. PRE-PLANNING:
Contact the Commonwealth Newspaper office to arrange a date for a writer to speak to the class and a field trip to the printing office.

III. OBJECTIVES:

1. To bring about an understanding of the role newspapers play in our society.
2. To introduce the various duties of people who work on a newspaper.
3. To bring about an understanding of what makes up a good news article.
4. To give the class an opportunity to write their own articles for a school newspaper.
5. To give the students an opportunity to see a newspaper being printed.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. Explain the importance of communications and discuss the role of the newspaper.
2. Allow students to study the local newspaper and cut out articles on the following subjects:
    1. world news
    2. local news
    3. sports news
    4. comic strips
    5. advertisements
    6. news about plays, movies, T.V. and books
3. Allow time for the speaker from the newspaper office to speak to the class.
4. Visit the local newspaper office.
5. Discuss the variety of jobs seen by the students.
6. Discuss methods of gathering information for the newspaper.
7. Permit students to interview each other and write articles according to news format.
8. Permit students to proofread articles written by the students in the class.

V. CORRELATED SUBJECT AREAS:
Social Studies
Art
Math

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:

Editor in Chief	Art Editor
News Editor	Reporters
Sports Editor	Production Manager
Feature Editor	Literary Editor

GRADE LEVEL Sixth SCHOOL _____

TEACHER _____ SUBJECT AREA Social Studies

I. LESSON TITLE:
Jobs in City Government

II. PRE-PLANNING:
Meet with Career Education teacher to plan activities and contact visitors to participate in the activity.

III. OBJECTIVES:
1. To present jobs involved in a civic position
2. To learn where the offices are in the community the children studied
3. To learn responsibilities of persons employed in the community
4. To learn functions in the community
5. To become aware of social responsibility of being a good citizen
6. To teach citizenship by letting them practice being a good citizen and "role playing" as a job holder of the small community of "L.S. Rogers".

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. The day before the visitors are to come to speak to the children the classroom teachers will help the children make a list of questions they wish to ask the speakers.
2. The Mayor Pro Tempore and the City Clerk of Itta Bena, Miss. will come to the school and talk to the children about the jobs they hold in the community and to show, on the map, where their offices are located, and to answer any questions submitted by the children.
4. The children will plan a skit to be presented to other members of their 6th grade social studies class.
5. The Director of the Office of Evaluation and Information will take pictures of the speakers at their meeting with the children and of the children performing their skit later in the week. These pictures, along with an article about the activities, will be sent to newspapers for publication. This article may be found in another section of this report.
6. The children with the help of their language arts teacher will write thank-you letters to the speakers.
7. After the visitors speak to the class, the children will write thank you letters to the visiting speakers with the help of their language arts teacher.

V. CORRELATED SUBJECT AREAS:
Language Arts

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Mayor
Mayor Pro Tempore
City Clerk
Board of Aldermen Members

VI. VOCABULARY:

City Government	Mayor	Mayor Pro Tempore
City Clerk	City Hall	Community
Board of Aldermen	Citizens	Citizenship

VII. TEACHING AIDS:
1. Pictures and article to be published in newspaper
2. Speakers from town of Itta Bena, Mississippi
3. Maps of Leflore County, Mississippi and Itta Bena, Mississippi
4. Thank you notes written by children
5. Script for the play "Our Town Helpers" written by children after the election of "Councilmen".

GRADE LEVEL Sixth SCHOOL _____

TEACHER _____ SUBJECT AREA Science

I. LESSON TITLE:
Taxidermy

II. PRE-PLANNING:
Contact local taxidermist to arrange a presentation on taxidermy for the class.
Introduce children to the term "taxidermy".

III. OBJECTIVES:

1. To introduce the students to the methods used in taxidermy
2. To make the students aware that many people earn their living through taxidermy.
3. To develop an appreciation for the preserving of the skins of animals.
4. To develop an awareness of mounting and stuffing the skins of animals in life like forms.

IV. TEACHING PROCEDURES AND ACTIVITIES:

1. The students will be instructed to use the encyclopedias to research taxidermy.
2. The students will compile a list of questions to ask the visiting taxidermist.
3. The taxidermist will present a slide presentation on the techniques used in taxidermy.
4. Discuss the slide presentation.
5. The taxidermist will discuss with the children the advantage and disadvantages related to the field of taxidermy.
6. The taxidermist will show animals which he has preserved through taxidermy.

V. CORRELATED SUBJECT AREAS:
Science
Language Arts
Math

LIST ANY CAREERS BROUGHT OUT IN THE LESSON:
Chemist
Taxidermist

VI: VOCABULARY:

taxidermist	substance	preservation
taxidermy	chemicals	compound
mount		

VII. TEACHING AIDS:
Slides
Mounted specimen

ACTIVITIES FOR CAREER EDUCATION

Below are listed some of the activities conducted in the classroom during the reporting period, but detailed reports from teachers were not included.

1. A filmstrip, "THE ADVENTURES OF THE LOLLIPOP DRAGON" was shown to Remedial Reading Class (6th level) to instill in the pupils a sense of responsibility, care of property, avoiding litter, sharing; these traits will prepare the student for work in his/her adult life.
2. A filmstrip, "ROBERT AND HIS FAMILY" was shown to the Remedial Reading Class (6th level) as a means of building a vocabulary and to increase comprehension skills of children.
3. Musical instruments were built in the 6th grade Science class with the assistance of the Tools and Materials Consultant. After a study of sound in the class, students listed careers of persons using a zylophone, drum, and harp. Mentioned were: an orchestra leader, a drummer, harpist and a zylophonist.
4. A Social Studies lesson in the third grade brought out an activity centered around an Indian village. The various jobs of the personnel of the village were mentioned; the Tools and Materials consultant helped the children in the classroom build a six sided Indian hut, roofed with straw.
5. In a fifth grade Social Studies Class a desert scene was built to teach the children the layout of a family living on an oasis. The jobs, foods, type of living quarters were discussed as the scene was put together; with the aid of the Tools and Materials consultant.

6. A local subdivision developer and contractor, visited a 4th grade and explained the various jobs required in developing a community and how persons must depend on one another.
7. The Art Co-ordinator for the Leflore County Schools, spoke to the 6th grade Social Studies classes concerning the ways of life in Mexico. His information was gathered from his observations while he was a student in Mexico City.
8. Second grade students, while studying about supermarkets, visited a local supermarket and was given a tour of each person's place of work in the market.
9. Drawings by second grade students were done to show interdependence of workers in a Coca Cola Company.
10. Guessing games about occupations based on nursery rhymes and occupational riddles were done in early primary grades.

PUBLISHING COMPANIES

AGS
Circle Pines, Minnesota

Allyn and Bacon, Inc.
Boston, Mass.

Bowmar
Glendale, California

Bruce Publishing Company
St. Paul, Minnesota

CCM: Standard School, Inc.
Birming, Alabama

Central School Supply
Jackson, Mississippi

Charles E. Merrill Publishing Co.
Columbus, Ohio

Children's Press
Chicago, Illinois

Coronet
Chicago, Illinois

Denison Library Book Service
Minneapolis, Minnesota'

Denoyer-Geppert
Chicago, Illinois

Educators Progress Service
Randolph, Wisconsin

Encyclopedia Britannica
Jackson, Mississippi

Eye-Gate House
Jamaica, N. Y.

Fearon Publishers
Belmont, California

Guidance Associates
Pleasantville, N. Y.

Herschel Smith Company
Jackson, Mississippi

Learning Corporation of America
Jackson, Mississippi

Martin School Supply
Jackson, Mississippi

McGraw-Hill Book Co.
New, N. Y.

Mississippi Library Supply Co.
Universal Education And Visual Arts
Jackson, Mississippi

Mississippi School Supply
Jackson, Mississippi

National Vocational Guidance Association
Washington, D.C.

Science Research Associates
Chicago, Illinois

Singer Company
Chicago, Illinois

Steck-Vaughn Company
Austin, Texas

Superintendent of Documents
U.S. Printing Office
Washington, D. C.

Troll Associates
Jackson, Mississippi

Yellow Pages of Learning Resources
MIT Press
Cambridge, Mass.

FILMSTRIPS

TITLE	COMPANY & ADDRESS	RANGE OF USEFULNESS

THE ADVENTURES OF THE LOLLIPOP DRAGON — Singer Co., Chicago, Ill. — Primary

A delightful series about a gentle green dragon who helps youngsters develop correct social attitudes and human values. An excellent way to instill awareness of others' rights and needs. In cooperation with Lollipop Dragon Productions, Inc.

1. How the Lollipop Dragon Got His Name
2. Working Together
3. Avoiding Litter
4. Care of Property
5. Taking Turns
6. Kindness to Animals

ROBERT AND HIS FAMILY — Singer Co., Chicago, Ill. — Primary

The story of a black family living in an urban area helps promote better understanding among racial and ethnic groups, provides a sense of identification for black children, and aids in development of positive attitudes.

1. Robert's Family at Home
2. Robert's Family and their Neighbors
3. Robert Goes Shopping
4. Robert and His Father Visit the Zoo

COMMUNITY WORKERS AND HELPERS — Singer Co., Chicago, Ill. — Primary

This sound filmstrip series portrays people in true-life situations as it takes youngsters into the inner workings of a typical community. Students learn about many types of work with which they may not be familiar-workers such as night watchmen, television directors, hospital orderlies, and many more. The series makes clear the inter-relationships that exist between workers in a community and the community itself.

1. School Workers

   Library Workers

   Doctor's Office Workers

   Supermarket Workers

2. Department Store Workers

   Hospital Workers

   Fire Department Workers

   Television Workers

THE FOODS WE EAT — Singer Co., Chicago, Ill. — Primary

These excellent new sound filmstrips explain in detail where different foods come from and help students understand the economics of production, distribution and consumption of foods. Provides an overview of the many types of workers involved in providing our food.

LEARNING TO LIVE WITH OTHERS — Singer Co., Chicago, Ill. — Primary-Intermediate

Delightful stories, featuring full-color photography and accompanying narration, emphasize the importance of basic life values, as applied to the individual. Students will readily identify with the everyday situations presented in the filmstrips. This series is especially designed to help children think for themselves-to feel and grow. Parents and the family unit are presented in a supporting role guiding children into discovering positive human values for themselves. The children in these filmstrips reflect a variety of ethnic and economic backgrounds. Excellent for social studies classes and for child guidance programs.

GROUP 1-

LEARNING TO BE YOUR BEST SELF

LEARNING ABOUT LISTENING

LEARNING WHAT GIVING IS ALL ABOUT

LEARNING TO BE RESPONSIBLE

GROUP 2-

LEARNING TO TRUST PEOPLE

LEARNING TO KEEP A PROMISE

LEARNING ABOUT PATIENCE

LEARNING TO FACE UP TO MISTAKES

CLOTHING AND SHELTER — Singer Co., Chicago, Ill. — Primary

This basic study gives young students a comprehensive introduction to facts about life's essentials. Original, full-color photographs and artwork, with accompanying captions, present the material clearly and concisely. Built-in utilization frames directed to the teacher, and other frames directed to students, establish the objectives of each filmstrip. New words are presented in introductory frames, and each filmstrip ends with a helpful utilization frame intended to stimulate a class discussion.

HOW WE GET OUR CLOTHING

The Story of Cotton

The Story of Wool

The Story of Leather

The Story of Rubber

HOW WE GET OUR HOMES

Planning the Home

Building the Foundation

Building the Shell

Finishing the Home

GETTING TO KNOW ME — Singer Co., Chicago, Ill. — Pre-Primary-Primary

This brightly animated full-color, sound filmstrip series encourages youngsters to think and talk about their rapidly developing self-images, to develop self-understanding and self-acceptance. The "characters" in the stories closely parallel the personality types found in every classroom; positive and negative self-images, aggressive and withdrawn behavior patterns outgoing and indwelling personalities. Young people will identify easily with relationships and experiences portrayed in the filmstrips.

Subjects are arranged to permit the teacher to lead a stimulating class discussion. Each filmstrip includes a study guide with complete script to aid in previewing and planning. This series is helpful in Social Studies, Physical Education, Language Arts, and Citizenship as well as for counseling sessions. Excellent correlation with THE CHILD AND HIS WORLD Innovation Records.

1. People are Like Rainbows
2. A Boat Named George
3. Listen! Jimmy!
4. Strike Three! You're In!

FOUNDATIONS FOR OCCUPATIONAL PLANNING — Singer Co., Chicago, Ill. — Intermediate-Jr. High

This meaningful set of captioned filmstrips aids the student in evaluating his own individual characteristics and relating them to the world of work. Helps him realize that he is important to society. Encourages him to pursue interests and hobbies as ways to enjoy himself while learning about his own potential, shows how he can think more intelligently about his future career by knowing about job families. Emphasizes relationship between possible careers and the amount of completed education. Author: Walter Lifton, Ph.D., Rochester, N.Y. Public Schools.

1. Who Are You?
2. What Do You Like To Do?
3. What Is A Job?
4. What Are Job Families?
5. What Good Is School?

WHAT JOBS ARE ALL ABOUT — Bowmar, Glendale, Calif. — Jr. High

A direction for tomorrow highlights those occupations attainable without a college degree and which can be learned through on-the-job training. These careers offer reward, recognition, and respect. The thirty-five careers presented in this series are covered under seven of the most critical occupational areas in modern industry.

Each kit contains an instructor's handbook, full-color sound filmstrips with cassettes, and 60 consumable student career survey sheets.

1. COMPASSION FOR PEOPLE
2. THE NATION'S BUILDERS
3. THE AGE OF ELECTRONICS
4. MAN HAS WINGS
5. CABBAGES TO KINGS AND VARIOUS THINGS
6. THE MONEY TREE
7. JOBS FOR THE NOW GENERATION

DOLLARS AND SENSE — Troll Assoc., Jackson, Miss. — 4th-6th grade level

This unit of sound filmstrips in color is designed to help children gain a better understanding of concepts relating to money and to simple economic principles and procedures.

1. HOW MONEY GOES ROUND AND ROUND

   DIFFERENT KINDS OF MONEY

2. HOW MONEY IS MADE

   HOW TAXES WORK

CLASSROOM JOURNEYS — Troll Assoc., Jackson, Miss. — Intermediate

This unit of color filmstrips enables children to go on field trips right in their own classrooms. Photographed on sight, and recorded with the assistance of important officials, these sound filmstrips offer stimulating insight into community life and relations.

1. A TRIP TO A FIRE STATION

   A TRIP TO A POLICE STATION

2. A TRIP TO A SEWAGE TREATMENT PLANT

   A TRIP TO AN ELECTRICAL POWER PLANT

3. A TRIP TO AN AIRPORT

   A TRIP TO A COURT

AMERICANS AT WORK — Troll Assoc., Jackson, Miss. — Primary Intermediate

WHY do people work? WHERE and HOW do people work? Here is a charming filmstrip to teach children simple economic relationships. They learn, for example, the interdependence of the farmer, grocer, and the consumer, and see how people do their jobs throughout America.

DEVELOPING GOOD WORK AND STUDY HABITS — Troll Assoc., Jackson, Miss. — 2nd-5th grade level

This filmstrip library helps children develop good habits and attitudes which will help them get along in school, work with others, and lead happy purposeful lives. Charming illustrations and easy-to-remember captions reveal the rules for good conduct, proper behavior and the meaning of good citizenship.

1. GROWING UP TO BE A GOOD CITIZEN
2. WHEN TO BE A LEADER, WHEN TO BE A FOLLOWER
3. RECOGNIZING INDIVIDUAL DIFFERENCES
4. A GOOD CITIZEN IN SCHOOL
5. BE A DANGER FIGHTER
6. A NEWCOMER COMES TO TOWN

THE WONDERFUL WORLD OF WORK — Denoyer-Geppert, Chicago, Illinois — k-3

12 full color sound filmstrips with teaching guides and cassettes.

Getting to Know the World of Work

The Newspaper Boy

The Junior Home-Maker

At Your Service

Electrical Servicers

Gas and Oil Servicers

Telephone Servicers

Mail Delivery

Dairy Product Delivery

Drug Store Workers

Super Market Workers

Service Station Workers

Neighborhoods M112 (6 filmstrips-6 cassettes)
Workers Series MI68-8 filmstrips8 cassettes
Living On a Farm MI68-6 filmstrips-6 cassettes
Kit #80 Housing, Money, Personal Problems
Kit #11 Finding Work: How One Goes About It, What to Expect
Money, Checks and Banks
Understanding Your Relationship with others. (cassettes)
Fathers Work 136-Set of 6 captioned filmstrips-In Full Color.
Mothers Work too, 137-Set of 6 captioned filmstrips-Full Color.
A City is Many Things-139-Set of 5 captioned filmstrips.
Family Feelings-Harvey's Hideout 79-736944
Ronnie 76-736945
The Grown-Up Day 76-736946
Your Family Tree 70-736947
Grandparents are to Love 73-736948
Set of 5 filmstrips and 2 records.
Sometimes I feel-70-736939
74-736940
78-736941
71-736942
75-736943
Set of 5 filmstrips and 2 records
Set of 4 filmstrips and 2 cassettes LC-70-73-7857.

12 full color sound filmstrips with teaching guides and cassettes 4-6

What Else Do Fathers Do?

Just What Do Mothers Do?

It's In Your Hands

Home Economics

Electrical Workers

Gas and Oil Workers

Telephone Workers

Technical and Industrial Workers

Distributive Occupations

Office Occupations

Health Services

National Resources

DEVELOPING YOUR PERSONALITY — Encyclopedia Britannica, Jackson, Mississippi — Intermediate

These filmstrips are geared to the social behavior of 8 to 12 year olds, with self identification stressed for boys and girls in typical home-school situations. The series points out simple solutions to many problems young people have in common: why it's important to have more than one friend; how to make the most of being second best; why dependability pays; the penalities of daydreaming about past or present while today goes by. Collaborator: Margaret O'Brien, Ph.D., Northwestern University.

MY MOTHER HAS A JOB — Eye-Gate House, Jamaica, N.Y. — Primary Intermediate

What child has not wondered what type of work his mother performs outside of the home? These filmstrips will enlighten him as to job functions and surroundings of various professions in which many women engage today. We will see the ever-important role of women engaged in the thousands of factory occupations and other creative work throughout our country.

1. THE ADVERTISING AGENCY EXECUTIVE
2. THE RETAIL CLERK
3. THE NURSE
4. THE TEACHER
5. THE COMMERCIAL ARTIST
6. THE FACTORY WORKER

THW WORLD OF WORK: VOCATIONAL OPPORTUNITIES Eye-Gate House Jamaica, N.Y. Jr. High

This filmstrips series attempts to bridge the information gap between schools and the business community. It provides an indepth study of the world of work. Photography allows you to follow the workers in his day-to-day on the job experience.

1. WHAT IS YOUR FUTURE IN THE CHANGING WORLD OF WORK
2. RECEPTIONIST
3. AUTOMOBILE MECHANIC
4. TV AND RADIO REPAIR
5. TOOL AND DIE MAKER
6. ELECTRICIAN
7. SHEET METAL WORKER-BUILDING TRADES
8. AUTOMOTIVE SALES REPRESENTATIVE
9. COOK
10. DATA PROCESSING CLERK
11. SHEET METAL WORKER
12. MEDICAL ASSISTANT
13. REAL ESTATE SALES

OCCUPATIONAL EDUCATION Eye-Gate House, Jamaica, N.Y. Jr. High

Nine filmstrips dealing directly with the problem of helping the slow learner to contribute to the environment in which he will be living and working.

1. THE JOB INTERVIEW
2. STOCKER IN A SUPER-MARKET
3. THE WAITRESS
4. FIXING A FLAT TIRE
5. HOW TO USE YOUR CHECKBOOK
6. THE VARIETY STORE
7. THE SCHOOL CAFETERIA WORKERS
8. THE NURSES AID
9. THE GAS STATION ATTENDANT

ARE YOU LOOKING AHEAD? Eye-Gate House, Jamaica, N.Y. Jr. High

Ten filmstrips (captioned) presenting a preview of some of the interesting job opportunities available. Emphasis is placed on the qualifications needed to get and to hold a job.

1. HOW ABOUT BEING AN ELECTRONICS ASSEMBLER?
2. WOULD YOU LIKE TO SELL?
3. WANT TO WORK IN A LAUNDRY?
4. WOULD YOU LIKE HOSPITAL WORK?
5. DO YOU LIKE FLOWERS?
6. DO YOU LIKE SPORTS?
7. DO YOU LOVE ANIMALS?
8. HOW ABOUT OFFICE WORK?
9. HOW ABOUT BEING A KEY PUNCH OPERATOR?
10. WOULD YOU LIKE TO BE A CASHIER?

THE A.B.C.'S OF GETTING A JOB Eye-Gate House, Jamaica, N.Y. Jr. High

Eight sound filmstrips which can be used in conjunction with vocational guidance, occupational education, basic adult education, and social studies. Includes a teacher's manual with six unit plans and one sample comprehensive final examination.

1. THE ABC'S OF GETTING AND KEEPING A JOB
2. PREPARING FOR THE JOB YOU WANT
3. APPLYING FOR THE JOB YOU WANT
4. ON THE JOB
5. BUDGETING YOUR MONEY
6. LABOR UNIONS
7. HEALTH RULES TO FOLLOW
8. QUIZSTRIP

JOBS IN HEALTH SERVICE Cornet, Chicago, Ill. Jr. High

Photographed on the job with a soundtrack in which each worker candidly talks about the nature of his work, its demands, and rewards. Shows technical skills and aptitudes required, responsibilities of each employee, and modern equipment used.

1. NURSE'S AIDE
2. OPTOMETRIC ASSISTANT
3. DENTAL ASSISTANT
4. MEDICAL PHOTOGRAPHER
5. MEDICAL LABORATORY ASSISTANT

6. OPTICAL TECHNICIAN

7. DENTAL LABORATORY TECHNICIAN

8. RADIOLOGY TECHNICIAN

LET'S EXPLORE THE CITY — Coronet, Chicago, Ill. — Primary

Children see the familiar and unfamiliar parts of a city-the activities in different areas, the people who live and work in them, the problems of traffic, pollution, housing and skyscraper "cities within a city".

1. DOWNTOWN

2. A MANUFACTURING AREA

3. THE WATERFRONT

4. AN OFFICE BUILDING

5. A WAREHOUSE AREA

6. A SHOPPING CENTER

PEOPLE WHO WORK IN SCIENCE — Guidance Associates, Pleasantville, N.Y.

Illustrates the enjoyment of inquiry and scientific method.

PEOPLE WHO HELP OTHERS — Guidance, Associates
Pleasantville, N.Y.

Explorers motivations and rewards which distinguish the lives of people who work in service professions and careers.

THE TROUBLE WITH TRUTH — Guidance Associates
Pleasantville, N.Y.

Part I-The boat's ready to sail. Patrick faces a decision. Should he truthfully report rules were broken thus causing the boatride to be cancelled? Or should he deny rules were broken so all can enjoy the day?

Part II-Dad forgot his wallet, but Debbie still deserves her birthday to the fair. To get in she need only say she is a year younger. Should she?

YOU PROMISED! — Guidance Associates
Pleasantville, N.Y.

Part I-Because she promised not to climb tall trees, Cathy can't save her kitten without going back on her word. Your kids decide what she should do.

Part II-Ben's promised a horseback ride to his city friend but Dad needs the horse for farm work. How important is a promise?

BUT IT ISN'T YOURS — Guidance Associates, Pleasantville, N.Y.

Part I-When does a lost dog become his finder's property?

Part II-After building a sled by hand, Frank discovers some of the materials were stolen by his friends. What is Frank's responsiblity?

WHAT DO YOU DO ABOUT RULES? — Guidance Associates, Pleasantville, N.Y. — Elementary

Part I-Super-hero Cheetah must decide between breaking his oath of secret identity-or going to jail for something he didn't do.

Part II-Only Cheetah can save the life of an injured worker, but to do so he must break a law. Should he?

WHY WORK AT ALL? — Guidance Associates, Pleasantville, N.Y.

Introduces three young people who discuss and debate their own feelings about job "satisfaction" material rewards, and the relationship of work to personal growth and development. Cast includes: Tom-working-class and money oriented; Ed-black and seeking self-expression in work; Jane-exploring the changing meaning of work for women, and the place of work in her own future; and a school counselor.

THE FOLLOWING IS A LIST OF MATERIALS AVAILABLE TO THE CAREER EDUCATION TEACHERS FROM THE EDUCATIONAL MEDIA CATALOG. THE AVAILABLE FILMSTRIPS ARE HOUSED IN A CENTRAL LOCATION AT THE LEFLORE COUNTY EDUCATIONAL SERVICES BUILDING, HIGHWAY 82 WEST, GREENWOOD, MISSISSIPPI.

16 MM FILMS

Discovering Drawing and Painting
10 minutes Color

3-103
Primary-Intermediate

Two small boys paint and draw everyday activities, in their own individual way. They will motivate young children to utilize personal experiences in drawing and painting.

Children Are Creative
10 minutes Color

3-202
Primary-Intermediate

Demonstrates that the job of the teacher is to help stimulate and develop the creativity of a child, not by directing him in everything he does, but by providing a suitable environment to stimulate his imagination, increase his observation, and introduce him to new techniques and ideas.

How To Make Papier Mache Animals
12 minutes Color

3-206
Primary-Intermediate

A simple approach to making Papier Mache. Paper strips are pasted over the form and then painted, decorate and shellacked. Many uses for animals are reviewed, such as for displays, mobiles, carnivals, decorations, and toys.

Helpers in Our Schools
11 minutes Black & White

5-102
Primary-Intermediate

Who helps at school? Youngsters will get a new insight into their school community as they learn from seldom seen - members of the staff, such as the custodian and lunchroom cook, what they and others do on a typical school morning. The student learns that many helpers must work together to make the whole school runs smoothly.

Fun On The Playground
11 minutes Black & White

5-202
Primary-Intermediate

Teaches the real benefits of fairness consideration and cooperation through activities children understand and enjoy.

Let's Share With Others — 5-204
11 minutes Black & White — Primary-Intermediate

Outlining sharing skills, this film teaches a lesson in fair play, cooperation, thoughtfulness, and friendship. It includes dividing things, taking turns, sharing through words and expression.

How Billy Keeps Clean — 6-108
11 minutes Black & White — Primary

How can Billy play hard, yet keep himself clean and healthy? The film clearly shows how to wash hands, face, neck, ears and body; when to wash; and how keeping clean helps make a person better liked and healthier.

Tommy's Healthy Teeth — 6-112
11 minutes Black & White — Primary-Intermediate

Tommy discovers that different teeth do different jobs-like cutting, tearing, and grinding. When he visits Dr. Brown, he finds the dental office a very interesting place. He has a cavity filled, and learns that regular dental checkups are important to having healthy teeth.

Safety On the Playground — 6-205
16 minutes Color — Primary-Intermediate

This film helps to familiarize the child with his environment and that he must learn rules of safety and conduct to enable him to play safety. A visual presentation of some safety hazards encountered on the playground is shown.

Safety To and From School — 6-206
10 minutes Black & White — Primary-Intermediate

The safety practices are presented, in going to and from school in city and urban areas. It presents hazards of crossing streets through a series of circumstances.

Safety On the School Bus — 6-207
10 minutes Black & White — Primary-Intermediate

Designed to promote greater safety on the part of boys and girls who play on or near the street and those who walk along the streets and highways.

In Case of Fire — 6-208
20 minutes Color — Primary-Intermediate

Illustrates the way in which fire drill lessons can save lives in fire emergencies at school, at home, and in a crowded theater. Gives a complete demonstration of school fire drill procedures.

Newspaper Story — 8-342
17 minutes Black & White — Intermediate

Follows a human interest news story from the time a reporter first learns of it until it appears in print on the front page. Illustrates the duties of the workers and shows the huge presses and other mechanical devices they use to produce the daily newspaper.

Let's Go To The Circus — 8-374
Primary-Intermediate

From ring side seats at the circus, children see aerial ballerinas, acrobats, clowns, horses, and elephants.

A Visit With a Cowboy — 8-387
11 minutes

A city boy visits a western ranch. He watches a round-up, calf branding, and rodeo. He learns about the various activities of cowboys.

The Meaning of Plus and Minuses — 9-104
11 minutes Color — Primary

Children in an actual classroom demonstrate the mathematical meaning of "plus" and "minus" by applying them to their everyday experiences.

Your Friend The Forest — 12-201
6 minutes Color — Intermediate

A simple cartoon story demonstrates the importance of preventing forest fires.

How Man Travels Through Space — 12-428
13 minutes Color — Intermediate

By overcoming gravity, space travel has become a possibility for man. This film explains to students how a rocket operates. Also that as man increases his space travel, he will add to human knowledge and may even learn to bring the resources back to earth from other planets.

Making Work Easier — 12-441
10 minutes Color — Primary

A young boy discovers that many objects in every day use are simple machines which help make work easier. The bricklayer rolling his wheelbarrow up the ramp is using an inclined plane; the workman chopping a log with his ax is using a wedge; a large board being used to move sewer pipe is a lever. Complicated machines (steam-shovels, tractors) are shown to be combinations of simple machines.

Transportation By Ships
11 minutes Color

16-116
Primary-Intermediate

Passengers and freight are loaded, and a cruise that takes students from San Francisco to Hong Kong begins. The film shows the many special facilities on board ship.

What Is A Neighborhood?
11 minutes Black & White

16-118
Primary

Film shows what a neighborhood is; different neighborhoods; neighbor cooperation to make theirs a safer more attractive place to live.

What Our Town Does For Us
11 minutes Black & White

16-119
Primary

When Billy goes to his town hall to buy a bicycle tag, he sees the services provided the community by its government. Billy's tour shows how community governments are organized, and that taxes support the government.

Building A House

16-120

Shows the building of a house.

Communications for Beginners
11 minutes Black & White

16-125

Teaches the importance of everyday means of communication from the smoke signals of the Indians to the telegraph and modern devices of today.

The Community Bakery
11 minutes Color

16-126

Demonstrates the step-by step process of bread baking, including combining ingredients and packaging.

The Farmer
17 minutes Color

16-129

Shows one days work on a farm in the middle west. Includes milking, feeding chickens, harvesting oats, baling straw, and canning vegetables.

The Food Store
13 minutes Color

16-130

Jack and Ann help their mother with the Saturday marketing in the local self-service store. They see the different wholesalers supplying the local stores with dairy products, bakery goods, and prepared packaged foods.

George's New Suit 16-131

Follows George as he traces the processes by which wood, cotton, silk, nylon, leather, and rubber are manufactured into articles of clothing.

Good Citizens 16-133
11 minutes Color

Shows how children can display good citizenship at home, in school and in public places. Points out that good citizens help our community and country grow in strength and freedom.

Hawaii-USA 16-134
17 minutes Color

Shows Hawaii as a cluster of tropical islands and points out their physical and economical differences. From the Our World of the 60's series.

The Hospital 16-136
13 minutes Color

Shows that the hospital is equipped to function as a city within a city. Depicts the efficiency of the hospital staff as it ministers to its patients.

The Mailman 16-139
11 minutes Color Primary-Intermediate

The varied responsibilities of mailmen are shown. The film gives understanding of the vast transportation network required for efficient postal services and the ways in which these services affect our daily lives.

Milk 16-142
11 minutes Black & White Primary-Intermediate

Tells the story of milk from the modern dairy farm, with its loafing barns and immaculate milking parlors, to the milkman's daily delivery route. Shows how milk is processed, how it is tested, pasteurized, bottled and distributed.

Money And Its Uses 16-143
11 minutes Color Primary-Intermediate

Illustrates the uses and value of money to the individual and the community. Traces a single dollar bill through a series of simple business transactions.

Neighborhoods Are Different 16-144
11 minutes Color

Compare ways of living on a farm, in a small town, in a big city, and in a suburb by introducing four children from these neighborhoods, who tell about and show some of their typical homes, schools, and community activities.

The Policeman
16 minutes Color

16-145
Primary-Intermediate

Focuses on accident investigation to illustrate the workings of the police in a metropolitan district. As they go about their daily duties the police are show to be determined investigators and protectors of the people.

Soviet Union: Land and the People
16 minutes Black & White

18-176
Intermediate

Surveying the largest country in the world, the films show its great diversity, in land forms, climate and human activities.

Western Europe: An Introduction
11 minutes Color

18-182
Intermediate

An introduction to the basic geographic, concepts of eleven countries in Western Europe; this film vividly presents the complexity of various uses of the land in relationship to the climate; and importance of manufacture and trade.

School for Ted
11 minutes Color

16-147
Primary

Illustrates how pupils, parents, teachers, and staff members contribute to effective learning experiences in school by focusing on a day's activities in a first-grade classroom.

Why Fathers Work
14 minutes Color

16-149
Primary

Young viewers met a working father, Edward Kimball, and see where he goes and what he does. They learn that as a structural ironworker, he performs only one of the many tasks involved in building a skyscraper.

Cities and Commerce
8 minutes Color

17-104
Intermediate

This film explains where a family gets many of the goods and services it needs. Explains services brought to the home and the job of organizing and running a business so that a profit is made.

Cities and Communication
8 minutes Color

17-105
Intermediate

Deals with the major ideas that every one has a need to send and receive information. The most widely used methods of communication among people is talking and

listening, use of the telephone, writing, papers, television, and radio.

Cities and Manufacturing — 17-109
9 minutes Color — Intermediate

Our modern world is based in large part upon our ability to produce goods and services that people want and need. The basic elements of production are RESOURCES, CAPITAL, LABOR AND MANAGENENT. In this film each of the four are shown in simple form.

Cities and Shopping — 17-112
8 minutes Color — Intermediate

A city has many stores and businesses where a customer can buy food. The products in stores go from the farmer to a processor or manufacturer, to a wholesaler, then to the retailer. The students see the role of each in getting our food to our homes.

Cities and Suburbs — 17-113
8 minutes Color — Intermediate

Farmers produce many things for their own use, but there are still many things they have to buy from a city. Tnrough Marty and his parents, the film reflects the small towns between the farming areas, and the central city where farmers get many of the goods they need.

Schools and Jobs — 17-136
10 minutes Color — Primary-Intermediate

The film shows that schools run on the basis of a division of labor. This specialization breeds interdependence when people do special jobs, they have to depend on each other. The film explains how a school is operated through the help of many school employees.

Schools and Learning — 17-137
10 minutes Color — Primary-Intermediate

This film deals with some of the ways youngsters learn in schools. Its purpose is to get children thinking about ways they learn, and about the roles others play in helping them to learn. Children learn, from their teacher, classmates and by discovery.

Schools and Rules — 17-141
10 minutes Color — Primary-Intermediate

The ideas brought out in this film: (1) all school groups have rules (2) rules tell us what we should and should not do (3) there is some sort of penalty or punishment when rules are broken (4) rules aren't always easy to follow (5) rules can be voted on.

The Supermarket — 17-144
15 minutes Color — Primary

The film creates a visual review of a trip, presenting experiences with which the child is already familiar and introduces verbal labels necessary for a complete understanding of the experience. Careful attention is given to the teaching of food vocabulary and categorization.

African Continent: An Introduction — 18-101
16 minutes Color — Intermediate

A geographical, historical and cultural overview of the second largest continent. The film shows major land forms, climate regions, natural resources land use and Africa's vast still to be developed wealth and its growing importance intoday's world.

Canada's Royal Canadian Mounted Police — 18-186
14 minutes Color — Primary-Intermediate

Studies the many phases of a Mountie's nine-month training program, beginning at the RCMP training center in Ottawa. Shows officers performing their duties in various locations throughout Canada.

The Gulf Coast: South's Land of Opportunity — 18-187
14 minutes Color — Intermediate

One of the fastest growing regions of the United States is the Gulf Coast area; and this film shows some of the reasons why. Students see many economic activities; thw warm climate; pine forest and mineral wealth; the important agricultural production. The importance of the port cities of the Gulf Coast is shown by visits to Houston and New Orleans.

Alaska-49 State — 18-103
16 minutes Color — Intermediate

Visualizes the natural beauty of Alaska, and developments of the five geographic areas. Shows the land, resources, the people, and their work.

PICTURE STUDY PRINTS

David C. Cook's Teaching Picture Sets for Pre-school and Kindergarten Through Grade 3

These sets are widely used and highly respected for their quality and teaching effectiveness. Each picture in the 12-picture sets has its own resource sheet.

"A Trip to the Farm"	12 pictures
"Home & Community Helpers"	12 pictures

The above items came from the Mississippi School Supply, Jackson, Mississippi.

Focus on Self-Development, from SRA

These picture study prints show realistic situations; they are accompanied by an activity book with topic headings and space for artwork, sentences, and short stories. Individual units in each program emphasize a particular objective or focus in developing the child's understanding of self, others, and environment.

Community Helpers Activities-poster-activity sets that will give primary children an early understanding of their civic environment.

Set 1-barber, gasoline man, firemen, postman, milkman, newsboy, policeman, icecream man, street cleaner, and trashman.

Set 2-supermarket checker, tree surgeon, telephone operator, shoe repairman, baker, moving man, carpenter, druggist, plumber, and waitress.

People We Know-set of 12-11" x 17" pictures; librarian, fireman, dentist, doctor, nurse, milkman, butcher, teacher, principal, repairman, postman, barber, check-out clerk, policeman.

The above items came from the Martin School Supply Company.

Puzzles

#2569 Crossword Puzzles (Occupations) Grades 3-6 secretary, builder, druggist, bus driver, service station attendant, grocer, barber, milkman.

The above item came from the Mississippi School Supply Company.

Judy puzzles, Wooden puzzles -Occupation series puzzles-8 puzzles 9" x 12"

Community Helpers Figures-this integrated group of figures represent important occupations-12 pieces; puzzle case.

The above items came from Martin School Equipment.

FAMILY LIFE AROUND THE WORLD — Coronet, Jackson, Miss. — Intermediate

Provides a personal view into the daily lives of 40 families from six continents, with emphasis on changing economic, religious, political, and social conditions influencing their lives today.

Set 1-North and Central America

Set 2-South America

Set 3-Europe

Set 4-Asia and the South Pacific

Set 5-Africa and the Middle East

RURAL, URBAN, AND SUBURBAN SCENES — AGS, Circle Pines, Minn. — Primary

Full color on heavy plastic paper, the posters are visual stimuli for both labeling language and for encouraging ability in classifying. They are a balance of rural, urban, and suburban scenes, illustrating all four seasons.

LANGUAGE DEVELOPMENT PROGRAM — SRA, Chicago, Ill. — K-5

Designed to encourage self-expression, to provide materials for continuing vocabulary and concept development, and to introduce reading as a record of spoken language.

96 storyboards, 2 pads of dialogue paper, adhesive putty, a marker pen and Teacher's handbook.

PICTURES

LEARNING ABOUT MONEY — Central School Supply, Jackson, Mississippi — Primary

40 page manual with sixteen 12½ x 17 inch full-color pictures.
Coins and Bills
Buying Food, Clothes, Homes
Children Earning Money
Providing Goods
Money
Travels
Life Necessities

MY COMMUNITY — Central School Supply, Jackson, Mississippi — Primary

It's enlightening and fun-to take a close look at some of the well-known sights of a community. Twelve 10 3/4 x 13 3/4 inch full-color pictures. 12 activity/ resource sheets on:

School
Beach
Post Office
Police Station
Fire Station
Park
Supermarket
Library
Hospital
Zoo
Airport
Pharmacy

HOME AND COMMUNITY HELPERS — Central School Supply, Jackson, Miss. — Primary

Young citizens gain fuller understanding of functions of those who serve their families, community. Twelve 10 3/4 x 13 3/4 inch full-color pictures, resource sheets on:

Fireman
Mother
Fruit Market
Grandfather
Phone Lineman
Plumber
Dentis
Postman
Office Worker
Policeman
Bulldozer Operator
Service Station

SCHOOL AND SCHOOL HELPERS — Central School Supply, Jackson, Miss. — Primary

Helps acquaint pupils with the functions of school "family" members. Builds respect. Twelve 10 3/4 x 13 3/4 inch full-color pictures, 12 resource sheets:

Principal
Bus Driver
Nurse
PTA
Librarian
Crossing Guard
Office Secretary
Class Teacher
Music Teacher
Art Teacher
Physical Education

CHILDREN AROUND THE WORLD — Central School Supply, Jackson, Miss. — Primary

Take pupils on a picture tour of the globe! Twelve 10 3/4 x 13 3/4 inch full-color pictures, 12 resource sheets on:

Eskimo
Peruvian
Russian
Arabian
Japanese
Chinese
Italian
Nigerian
Mexican
Spanish
French
Swedish children

CHILDREN AND THE LAW — Central School Supply, Jackson, Miss. — Primary

Children learn to respect the law, rights of others. Basic law concepts. Twelve 10 3/4 x 13 3/4 inch full-color pictures, 12 resource sheets on:

- Keep Streets Clean
- Respect Property
- Obey Library Rules
- Obey Zoo Rules
- Pedestrian Safety
- Respect Animals
- Cross Streets Safely
- Playground Safety
- Honesty
- Sidewalk Safety
- Respect Others

MOODS AND EMOTIONS — Central School Supply, Jackson, Miss. — Primary

Set aids pupils in recognizing their own feelings, building a positive self-image, understanding others. Sixteen 12¼ x 17 inch actual photos, 40 page teacher's guide on:

- Love
- Friendship
- Fun
- Fear
- Despair
- Curiosity
- Thoughtfulness
- Frustration
- Tenderness
- Joy
- Anger
- Sorrow
- Loneliness
- Fascination
- Satisfaction
- Protectiveness

IN THE CITY — CCM: Standard School, Inc., Birmingham, Alabama

Set of five pictures. 35" x 22" downtown street scene, plus four 22" x 17" pictures: Industrial/highway complex, commercial scene, neighborhood scene, cultural/goverment buildings.

PLASTIC POINT-BACK LETTERS

2" lowercase letters — 2" capital letters

FLANNEL BOARD PICTURES

"When I Grow Up, I Want To Be..." children "dress" felt figures on the flannel board in a variety of occupational uniforms. Discussions enhance self-concepts, promote vocabulary growth, raise aspiration levels; contains man figure, woman figure, appropriate clothing and accesories for approximately 36 occupations such as doctor, nurse, policeman, pilot, artist...etc.

These fetching flannelgraph figures and recorded songs help children learn by participating-hearing, seeing, singing, doing. Adaptable for special education.

"The Farm" "My Community" "Helping and Sharing"

All the above came from Mississippi School Supply

DUPLICATING MATERIAL

MEET YOUR FRIENDS IN OTHER LANDS----Grade 3-first half
MEET YOUR FRIENDS IN OTHER LANDS----Grade 3-second half

INTERESTING PLACES--Grades 4,5,6-first half
INTERESTING PLACES--Grades 4,5,6-second half

LATIN AMERICA TODAY--Grades 4,5,6-first half
LATIN AMERICA TODAY--Grades 4,5,6-second half

RUSSIA TODAY--Grades 5,6-first half
RUSSIA TODAY--Grades 5,6-second half

Tha above came from Mississippi School Supply

PUPPET PLAYMATES

Unique dimensions in dramatic play. Promotes active participation and growth in self-expression. Made of strong, laminated kraft board with wipe-off surface full color, 17" x 34". Die cut arm and head holes to fit any child comfortable.

COMMUNITY HELPERS--Doctor, nurse, policeman, fireman
SPACE EXPLORERS----2 Astronauts, robot, man from outer space

The above items came from Mississippi School Supply

PUPPET PLAYMATES CCM Primary

Unique dimensions in dramatic play. Promotes active participation and growth in self-expression. Made of strong, laminated kraft board with wipe off surface, full color, 17" x 34". Die cut arm and head holes to fit any child comfortably.

FAMILY MEMBERS: mother, father, brother, sister, baby
COMMUNITY HELPERS: doctor, nurse, policeman, fireman

PLAYSCHOOL VILLAGE Central School Supply Primary
Jackson, Miss.

32" x 32" layout sheet contains 95 parts for unlimited imaginative play, city planning.

OUR WORKING WORLD · Grades 1-3

The Program: Social studies for primary grades. Designed to provide the young student with a realistic understanding of his world by involving him in a wide variety of activities. The program develops important concepts in sociology, anthropology, history, economics, geography, and political science. Problem solving and decision making are stressed as skills needed to get along in our modern world. Starting with families in grade 1, the program expands to neighborhoods in grade 2 and to cities in grade 3.

Suggested Use: A basic social studies for grades 1-3.

Highlights: Hardbound Textbook 30 books per school (of each set)

Activity Book for each child in grades 1-3.

Teacher's Resource Unit: 3 available

The above items were from SRA

Career Education Material from Children's Press

I WANT TO BE BOOKS	Primary or Intermediate
I Want to Be:	
an Architect	2
a Beauty Operator	2
a Forester	2
a Sales Clerk	2
a Secretary	2
a Taxi Driver	1
a Bank Teller	1
a Basketball Player	1
a Football Player	1
a Service Station Attendant	1
a Waitress	1
a Weatherman	1
an Airplane Hostess	1

an Animal Doctor	1
a Baker	1
a Ballet Dancer	1
a Baseball Player	2
a Bus Driver	1
a Carpenter	1
a Coal Miner	1
a Cowboy	1
a Dairy Farmer	1
a Dentist	1
a Doctor	1
a Farmer	1
a Fireman	1
a Fisherman	1
a Homemaker	1
a Librarian	1
a Mechanic	1
a Musician	1
a News Reporter	1
a Nurse	1
an Orange Grower	1
a Pilot	1
a Policeman	1
a Postman	1
a Restaurant Owner	1
a Road Builder	1
a Scientist	
a Ship Captain	

a Space Pilot		
a Storekeeper		
a Teacher		
a Telephone Operator		
a Train Engineer		
a Truck Driver	1	
a Zoo Keeper	1	
a Set of 12 COME TO WORK BOOKS	Primary	Intermediate
FAMILY HELPERS	2	
FARM HELPERS	2	
ABOUT FIREMEN	2	
FRIENDLY HELPERS AROUND TOWN	2	
ABOUT POLICEMEN	2	
FRIENDLY HELPERS-HEALTH AND SAFETY	2	
PEOPLE WHO RUN YOUR CITY	3	
ABOUT POSTMEN	2	

BOOKS

OCCUPATIONAL INFORMATION: THE DYNAMICS OF ITS NATURE AND USE — SRA, Chicago, Ill. — Jr. High

Up-to-date information on career development theory, the labor force and world of work, types and sources of occupational information available, and methods of presenting this information. 494 pages, clothbound book.

OCCUPATIONAL INFORMATION IN THE ELEMENTARY SCHOOL — SRA, Chicago, Ill. — Jr. High

Important vocational development theories plus out-lines, techniques and examples for presenting information to children. 234 pages, clothbound book.

HANDBOOK OF JOB FACTS — SRA, Chicago, Ill. — Jr. High

Chart form of facts about duties, education, training, special qualifications, advancement, earnings, and outlook for 300 key jobs. 134 pages, paperback book.

YELLOW PAGES OF LEARNING RESOURCES MIT PRESS, CAMBRIDGE, MASSACHUSETTES

A soft back book listing of various occupations useful to the Career Education program.

TRUE BOOKS — Children's Press, Chicago, Ill. — Primary-Intermediate

Airports and Airplanes
Automobiles
Circus
Cloth
Communication
Conservation
Cowboys
Flight
Houses
Our Post Office
Policemen and Firemen
Schools
Ships and Seaports
Space
Tools for Building
Toys at Work
Transportation
Travel by Land
Travel by Water

AT THE BOOKS — Children' Press, Chicago, Ill. — Primary-Intermediate

Airport
Bakery
Banker
Dairy
Library
Pet Hospital
Post Office
Railroad
Zoo

COME TO WORK WITH US BOOKS — Children's Press, Chicago, Ill. — Primary-Intermediate

Set of Six: Come to Work with Us In:
Aerospace
An Airport
A Hospital
House Construction
A Toy Factory
A TV Station

EASY READING PICTURE STORY BOOKS — Children's Press, Chicago, Ill. — Primary-Intermediate

When I grow Up
Workers Long Ago

ABOUT BOOKS: — Children's Press, Chicago, Ill. — Primary-Intermediate

Firemen
Engineer of a Train
Family Helpers
Farm Helpers
Food and Where It Comes From
Friendly Helpers Around Town
Friendly Helpers for Health and Safety
Helpers Who Work at Night
Jack's Dental Check-Up
Jerry and Jimmy and the Pharmacist
Jill's Check-Up
Men at Work
Miss Sue, the Nurse
News and How It Travels
People Who Run Your City
Policemen
Policemen Around the World
Postmen
School Helpers
Truch Farming

HUMAN VALUE SERIES: BOOKS — Steck-Vaughn Company, Austin, Texas

MYSELF-Teacher's book and student's book — Grade 1

MYSELF AND OTHERS-Teacher's book and student's book — Grade 2

OUR VALUES-Teacher's book and student's book — Grade 3

VALUES TO LEARN-Teacher's book and student's book Grade 4

VALUES TO SHARE-Teacher's book and student's book Grade 5

VALUES TO LIVE BY-Teacher's book and student's book Grade 6

The series of books is designed to enable students and teachers to communicate clearly about value relationships in human behavior.

The Teaching Pictures to accompany the books include set of ten 19" x 24" four-color teaching pictures with teacher's edition.

THEY WORK AND SERVE — Steck-Vaughn Co. Austin, Texas — Grades 4-5

Interesting, realistic and easy-to-read stories demonstrate that every person who works at an honest job deserves respect, from both himself and others, regardless of his pay or duties.

A JOB FOR YOU — Steck-Vaughn Co. Austin-Texas — Grades 5-6

Featuring practical reading experiences on a fifth to sixth grade level, this book points out ways to locate and take advantage of job opportunities. The material includes ideas and tips on how to apply for a job and how to get along successfully on the job.

WHAT IS MONEY? — Steck-Vaughn Co. Austin Texas — Grades 2-3

The content of the book will appeal to good readers as well as those below grade level who are interested in the subjects but have difficulty reading other available material.

HOW TO HOLD YOUR JOB — Steck-Vaughn Co. Austin, Texas — Grades 2-3

Mathematics for Career Education, by Dale Ewen, et al

Teacher's Guide

Student Workbook (with duplicating masters)

Guidelines of work values and attitudes for retarded teen-agers reading on a 2-3 grade level. Teacher's book, 320 pages clothbound. Workbooks 128 pages, paperbound.

EVERYWHERE WE GO — AGS, Circle Pines, Minnesota — Keyed to 4th grade

Student book
Chart, on easel
Teacher's edition

THE PEOPLE AROUNG US — AGS, Circle Pines, Minnesota — Keyed to 5th grade

Student book
Chart, on easel
Teacher's edition

SEEING OURSELVES — AGS, Circle Pines, Minnesota — Keyed to 6th grade

Student book
Chart, on easel
Teacher's edition

BEING TEENAGERS — AGS, Circle Pines, Minnesota — Keyed to 7th grade

BOOKS:
Career Information in Counseling & Teaching, 1971 By Lee E. Issacson

Job Guide For Young Workers

Wall Chart Series

Dictionary of Occupational Titles, Vol. I and II

The Teacher's Role in Career Development

Occupational Information: Wher To Get and How To Use It 1967-By Robert Hoppock

Occupations and CAreers 1969 By Norman Feingold & Sol Siverdolff

Getting A Job, 1966, By Florence Randall

Educators Guide to Free Guidance Materials, By Mary H. Saterstrom & Joe A. Steph

How To Choose Your Work 1966 By Elna Stone

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